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ABSTRACT

In light of court orders and recommendations by the Cleveland Board of Education, the Magnet Schools Planning Committee convened to reconsider earlier magnet school plans, review recent literature related to magnet schools, conduct a needs assessment, enlist the evaluation aid of experts in the field of magnet schools, study magnet school programs operating in other urban areas, and write a master plan (in the form of recommendations) for developing magnet schools. This report contains the overall results of the committee's work. The procedures section of the report presents information on the committee's work, the use of experts for evaluation, studies of programs in other cities, and results of the needs assessment. The findings section contains information on community involvement, linkage of magnet schools to non-school agencies, site selection, staff selection and training, cost factors, student recruitment and admissions, evaluation, program development, and planning goals. The final section includes conclusions and recommendations regarding the aforementioned areas. (MK)

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PROPOSED MASTER PLAN
FOR MAGNET SCHOOLS

Cleveland Public Schools
February 29, 1980

Prepared by the Planning Committee on Magnet
Schools in response to the Federal District
Court Orders

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Supervisor
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DEPARTMENT OF DESEGREGATION

IMPLEMENTATION

AND

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Cleveland Public Schools
Cleveland, Ohio

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FINAL REPORT
OF THE
PLANNING COMMITTEE ON MAGNET SCHOOLS

Cleveland Public Schools
February 29, 1980

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FINAL REPORT OF THE MAGNET SCHOOLS PLANNING COMMITTEE

I. HISTORY AND PURPOSE

As stated in the April 16, 1979 Report of the Magnet Schools Committee, this committee was originally formed in March, 1979 "...for the purpose of reviewing current literature and activities concerning magnet schools in the United States and for making recommendations relevant to the planning and development of magnet schools by the Cleveland Public Schools (hereinafter referred to as CPS) (p. 1)." In that report the committee made two types of recommendations: (1) general recommendations governing the magnet school process, and (2) specific recommendations relating to implementing magnet schools. Implicit in these recommendations was the proviso that these be in compliance with "...all pertinent laws, court orders, and/or funding agency regulations relative to desegregation, Lau compliance, and accepted standards for quality educational programs...(p. 1)."

Since the original report was written, a May 15, 1979 order was filed by the United States District Court. In it the magnet school concept was more sufficiently defined and elaborated on than in the February 6, 1978 remedial order (p. 1). This May order stated that in Cleveland's situation a magnet school program first must operate "...to achieve the proper racial balance required of all schools in the system (Reed et al. v. Rhodes et al., p. 2)." This was elaborated to mean a current racial balance, as in the district as a whole, of 35% white and 65% black, or within a reasonable (15% maximum) deviation (p. 4).

Second, it stated that the attraction of students to a magnet school must be due to the "...quality and uniqueness of the special program provided (p. 4)." Student enrollment must be on the basis of eligibility and "free choice," but administrators must inform parents and students that their "...choice of entering a magnet program commits the student to the program and the school assigned for the school year (p. 5)."

Third, the order detailed elements to be included in a comprehensive magnet school plan and stated that specific magnet school proposals would be received by the court only after such a plan had been submitted to and approved by the court (p. 6).

Fourth, final court approval of each magnet school program will be considered only after a final list of names and races of students to be enrolled in each magnet school is submitted to the court no less than 40 days before the school term is to begin (p. 6).

The May order was responded to by CPS on June 29, 1979, when a Plan for Magnet Schools was submitted by the Department of Desegregation Implementation. In this response an overview of magnet programs and educator evaluations was given. Recommendations were made, including planning, staff development, recruitment, facilities, curriculum, and advisory committees.

Recommendations on Status Reports was filed in United States District Court by Special Master Daniel R. McCarthy on July 30, 1979. In this document specific minimal elements to be included in the master plan for magnet schools were detailed. These elements, which are specified in following sections of this report, may not necessarily limit the boundaries of the master plan.

On August 23, 1979, in Resolution No. 36377, the Cleveland Board of Education directed the administration of the Cleveland City School District to continue planning for, implementing, and expanding magnet schools "...where feasible as part of the overall desegregation implementation of the District, and to prepare a plan for such magnet schools (p. 2)."

In light of the court orders and recommendations cited above, and additional information now available, the Magnet Schools Planning Committee reconvened on October 9, 1979, and has worked since then for the purpose of:

- Reconsidering the original recommendations made in April,
- Reviewing the more recent literature pertinent to magnet schools,
- Conducting a second general needs assessment, refined and designed to reach more of the Cleveland community than the original March assessment,
- Enlisting the evaluative aid of educational experts noted for their work in the field of magnet school programs and study,
- Studying magnet school programs currently operating in other cities, and
- Using the above information gathered to write a master plan for developing magnet schools in the form of recommendations.

The overall results of this committee's work are found in the following three sections of this final report: Procedures, Findings, and Conclusions and Recommendations of the Magnet Schools Planning Committee.

II. PROCEDURES

Work of the Committee

The reconvened Magnet Schools Planning Committee, consisting of 25 members composed of parents, students, and educators, began meeting on

October 9. At the first meeting members were brought up to date on the recent court orders and recommendations of the Special Master. They reviewed the April, 1979 committee report and were charged with the responsibilities included in the list above, stating the purpose of the committee.

The next two meetings focused on re-evaluating and refining the general needs assessment. Two separate needs assessments were decided on, one for proposed elementary magnet schools and one for proposed secondary magnet schools (see Appendix A). Definitions of specific schools were simplified, the original cover letter introducing the assessment was analyzed, and the accompanying survey questionnaire formulated. Many of these changes were made based on criticism of the original assessment offered by Clevelanders for Quality Education Now, a community group. At the October 30 meeting it was decided to mail the needs assessment survey to computer selected respondents, made up of parents, students, and teaching staff, by November 9.

The November 6 meeting made definite the inclusion of the Federation for Community Planning in the needs assessment mailing, thus broadening the sample surveyed. Committee member volunteers were obtained to answer possible telephone questions posed by needs assessment respondents. The cover letter to accompany the survey was also approved at this time.

A summary of the literature available on magnet schools was distributed and committee members volunteered to serve on sub-committees researching specific areas to be developed in the master plan. Progress of the committee was temporarily halted by the teachers' strike and forced closing of schools the following day, but committee members were given a substantial assignment with which to be left for such a period of time. The format to be used in sub-committee presentations was mailed to members within the week.

Although closed schools pushed back all of the expected completion dates for tasks to be accomplished, progress on magnet school planning continued. A visit was made by a parent committee member to Dallas public schools, and magnet school programs there were viewed and later reported on. The needs assessment cover letter was expanded to include simplified explanations. It and the accompanying questionnaire and survey itself were critically reviewed by the Desegregation Parent Advisory Group and then finalized. Committee members reviewed available literature on magnet schools. Contacts were made with Daniel U. Levine, an educational expert who assisted in magnet school planning and evaluation.

In January after the teachers' strike settlement, the needs assessment was mailed. Along with the cover letter was a note that Spanish translation service would be available to anyone requesting it. This was done in an attempt to assure the complete understanding and participation of all people sampled.

A total of 1,930 people were sent the needs assessment. This total represents approximately 2% of the CPS pupil population. The sample was divided as follows:

• students	812
• parents	406
• staff	393
• community members	319
Total	1,930

Names of students, parents, and staff members were provided by the Division of Student Logistics. Names of community members were provided by the Federation for Community Planning. Responses were due back to the Planning Committee's chairman by January 28. During the week of January 22 phone calls were accepted by committee members at the Desegregation Information Center, where questions were answered and information clarified. 439 responses to the needs assessment were received by February 8, a 23% return.

Coupled with the results from the needs assessment conducted by the committee in April, 1979, it is felt that the opinions expressed by those sampled represent a valid cross section of those involved with, interested in, and affected by Cleveland's public schools. It should be noted that the magnet schools included in both needs assessments were chosen by the committee from a broad list of magnet schools currently in operation in other school systems, as well as some planned by CPS. The amount of community support visible in the results will help to determine the priorities of development of magnet schools, as detailed later in this report.

Once the full Magnet Schools Planning Committee reconvened, reports were given on the literature researched. Recommendations were then made based on those findings, needs assessment results (see Appendix B), and current court orders.

Use of Educational Experts for Evaluating

Prior to the court order requiring status reports (July 30, 1979), each of the five magnet schools discussed in the Plan for Magnet Schools (June 29, 1979) employed consultants to aid in evaluating plans for development. The five schools are the Health Careers Vocational Center, Business Careers Center, Cleveland Center for Fundamental Education, Center for Individualized Learning, and the Early Learning Laboratory. The evaluators consulted were Dr. Joseph Murray (associate superintendent), Ms. Marilyn Rosenblatt (director of curriculum) and Ms. Priscilla Niedermyre (principal of the Buffalo Fundamental Center), Buffalo

Public Schools; Mr. Dennis Gray, Council for Basic Education, Washington, D.C.; Ms. Josephine Koebert (magnet school principal and former assistant administrative specialist, Mr. Timothy Soeurs (Montessori coordinator), Milwaukee Public Schools; Ms. Jean Miller (executive director), Montessori Development Foundation, Cleveland Heights; Dr. Rita Dunn (professor, Department of Curriculum and Teaching, Saint John University), Jamaica, New York; Dr. Howard Freedman (vocational education curriculum specialist), New York City Public Schools. These consultants' findings are found in the Plan for Magnet Schools, filed with the court.

In addition to the above evaluators, Dr. Daniel U. Levine (director of the School of Education, Center for the Study of Metropolitan Problems in Education, University of Missouri), Kansas City, was consulted in connection with the master plan for Cleveland's magnet schools (see correspondence, Appendix C).

Study of Programs Currently Operating in Other Cities

In addition to the programs operating in other cities as found in the search of the literature and described in the Findings section of this report, a thirteen member team from Cleveland visited magnet schools in Buffalo, March 7, 8, 9, 1979. Five members of the existing Planning Committee on Magnet Schools were a part of that team. They observed magnet and desegregation programs in Buffalo. During this observation, the team was able to consult with magnet school planners in that city, including those working on developing a Montessori School, School for Individualized Instruction, and City Honors High School for academically talented students, to list a few. A parent committee member also visited Business and Management High School, a magnet school in the Dallas Independent School District on November 19, 1979. Her observations are recorded in Appendix D.

Results of the Needs Assessment

In April, 1979 the original committee sent out a Magnet School Perception Survey, on which its recommendations were based. These recommendations, in order of priority, were for the development of the following schools:

- Fundamental Education Middle School
- Individualized Learning Middle School
- Academically Talented School (Grade 2 to 12)
- Basic Skills Schools (Elementary)

In conjunction with the above recommendations and the 1979-80 needs assessment results, the Magnet Schools Committee generated recommendations for the development of magnet schools for the Cleveland City School District beginning in the 1980-81 school year. These recommendations may be found on page 40 ff.

In reviewing the results of the 1979-80 needs assessment, the following demographic data should be of interest.

Respondents to the survey fall into the following categories:

	Sampled		Responding	
Types of Respondents	Percent	Number	Percent	Number
. Parents	21%	406	25%	112
. School Staff Members	20%	393	37%	161
. Students	42%	812	13%	55
. Community Members	17%	319	21%	92
. Unidentified	___	___	4%	18
Total	100%	1,930	100%	439

Race or Ethnic Derivation	Percent Responding	Number
• American Indian/Alaska Natives	1.14%	5
• White/Caucasian	56.95%	250
• Black/Negro	37.59%	165
• Asian/Pacific Islander	.23%	1
• Hispanic	1.37%	6
• Unidentified	2.73%	12
Total	100.01%	439

Respondents were given the option to omit any item that they felt was too personal.

Tables 1 and 2 reflect responses to the question "Which magnet school would you attend or have your child attend?"

Tables 3 and 4 indicate respondents' preferences by rating proposed magnet schools either "Very important" (5) or "Above average importance" (4). The rating scale went from 0 to 5, with 0 indicating "Do not know", 1 indicating "Unimportant", 2 indicating "Below average importance" and 3 indicating "Average importance".

Table 1

Rank Order of Elementary Magnet Schools by Preference

	Type of Magnet School	Percent of Total Population Responding
1.	Middle School for Fundamental Education	6.83%
2.	Center for Individualized Learning	3.06%
3.	Total Community School	2.99%
4.	Center for Academically Talented	1.65%
5.	Arts, Language and Cultural Heritage School	.74%
6.	Early Learning Laboratory	.49%
7.	School for Visual and Performing Arts	.35%
	Total Responding	16.11%

Table 2

Rank Order of Secondary Magnet Schools by Preference

	Type of Magnet School	Percent of Total Population Responding
1.	Center for Academically Talented and Gifted	10.1%
2.	Middle School for Fundamental Education	7.56%
2.	Center for Individualized Learning	7.56%
4.	Business and Management School	7.14%
5.	Career Exploration School	4.20%
6.	Science School	2.94%
6.	School for Visual and Performing Arts	2.94%
8.	School for Automotive Studies	2.52%
9.	Total Community School	2.10%
10.	Arts, Language and Cultural Heritage School	1.68%
11.	Human Services School	1.68%
12.	School for Law and Public Administration	.84%
13.	School for Agricultural Careers	.42%
13.	School for Classical Studies	.42%
15.	Beauty Culture School	0%
	Total Responding	52.1%

Table 3

Rank Order of Elementary Magnet Schools by Perception of Importance

	Type of Magnet School	Percent of Respondents Assigning a Value of 4 or 5
1.	Middle School for Fundamental Education	85%
1.	Center for Academically Talented and Gifted	85%
3.	Early Learning Laboratory	67%
4.	Center for Individualized Learning	64%
5.	Total Community School	52%
6.	Arts, Language and Cultural Heritage School	51%
7.	School for Visual and Performing Arts	48%

Table 4

Rank Order of Secondary Magnet Schools by Perception of Importance

	Type of Magnet School	Percent of Respondents Assigning a Value of 4 or 5
1.	Business and Management School	89%
2.	Center for Academically Talented and Gifted	84%
3.	Career Exploration School	80%
4.	Middle School for Fundamental Education	79%
5.	Science School	77%
6.	Human Services School	72%
7.	School for Automotive Studies	70%
8.	School for Law and Public Administration	66%
9.	Center for Individualized Learning	61%
10.	School for Visual and Performing Arts	54%
11.	School for Agricultural Careers	53%
12.	Arts Language Cultural Heritage School	48%
13.	Total Community School	41%
14.	Beauty Culture School	39%
15.	School for Classical Studies	19%

The following data should also be noted. Of 426 respondents

- 11% felt that elementary magnet schools should be developed during the 1979-80 and 1980-81 school years

- 28% felt that secondary magnet schools should be developed

- 61% felt that both elementary and secondary schools should be developed during that time

Of 413 respondents determining the most important factor for the location of a magnet school

- 22% felt that central location was the most important

- 52% felt that easy accessibility by public transportation was most important

- 26% felt proximity to related community resources for the school's purpose was most important

Of 363 respondents

- 85% felt they would prefer to have a child (or if a student, they themselves would prefer to) attend a magnet school in September, 1980

- 15% would prefer not to attend a magnet school then

(See Tables 1 and 2 for rank order of preferences of specific magnet schools indicated in the survey).

Finally, of 426 respondents

- 88% felt that students who live outside the Cleveland City School District should be allowed to attend magnet schools on a tuition basis if space is available

- 12% felt non-Cleveland students should not be allowed to attend

III. FINDINGS

Involvement of Parents, Students, and Community Leaders

From the Magnet Schools Committee's inception in 1978, parents and students have been involved in the planning of CPS magnet schools. Community leaders, as well as parents and students, have been sought and selected to participate in assessing magnet school needs. It is believed that as this committee evolves into part of the standing committee on magnet schools (as recommended in the April, 1979 report), these members will continue to reflect the views of parents, students, and community leaders.

As each magnet school is planned and then formed, it is also believed that an advisory committee should be formed for each school (Morgan et al. v. Kerrigan et al., 1975). This committee, made up of parents, students, staff, and appropriate community leaders, would serve to advise administrators of desired or needed changes and improvements in each school's program. Changes in curriculum and concepts must be workable for all those involved and as a result must undergo constant scrutiny.

To illustrate the need for this, one of Boston's elementary magnet schools that had been termed a "multicultural magnet" by the court in 1975, submitted a proposal for 1978 state funds (McMillan, 1977). This proposal began

> "Two years ago our school was designated a multicultural magnet, but no systematic planning or implementation has taken place to make it a multicultural magnet (p. 160)."

The article cited above also states that

> A magnet middle school designated as a 'language arts' magnet by the court in 1975 dropped mention of language arts altogether from its recruitment brochure for the 1977-78 school year. A handful of extraordinarily dedicated staff members simply felt that 'truth in advertising' had to be upheld. The school was becoming a good school, they felt, but language arts was not the essence of its appeal (p. 160).

And finally, a third example tells of a high school.

> In a high school identified as the 'performing arts' magnet, the faculty and staff voted not to be a performing arts magnet but rather to be an excellent school offering a melange of educational enrichment, including the performing arts (p. 160).

Thus, even after magnet schools have been developed and opened, they continue to change and evolve. The input and support of the advisory committee will help moderate and substantiate those changes.

Therefore, it is recommended that each magnet school or program have an advisory committee, formed of parents and community leaders, and students where appropriate. Each magnet school should participate in a needs assessment once every three years, involving parents, students, staff, community leaders and non-school agencies where applicable. This assessment could be part of an overall survey initiated by the Department of Desegregation Implementation, or it may be part of a school-based assessment initiated by the site administrator.

Procedures for Linking Magnet Schools to Community and Non-School Agencies

Involvement of the community and non-school agencies in specific magnet schools' programs will be largely dependent upon the individual programs in each school and their specific needs. It should be the obligation and partial function of each planning group for each magnet school to determine how best to involve non-school agencies and community--including the parents of students.

The chief school planner for each magnet school or program, the planning committee, the site administrator, and the school advisory committee will define the desirable link for that school with non-school agencies. The chief school planner and/or administrator will then contact the Liaison for Cooperation with

Universities, Business and Cultural Institutions to establish that desired link. The role of Liaison is described in the Administrative Regulations: Department of Desegregation Implementation, Section R (see Appendix E).

It has been shown (McMillan) that non-school agency and community involvement provides "...human and material expertise that can seldom be duplicated by the public schools..." and at the same time will help to create strong magnetism in those schools with which they are associated (p. 162).

It might be helpful to enlist the aid of the Greater Cleveland Growth Association in ways similar to the Dallas Public Schools' utilization of that city's Chamber of Commerce. In general this community organization assists with funding for supplies, curriculum materials, transportation for special field trips, tutoring, and big brother-big sister programs (Levine and Estes, 1977). But more important, this helps to form a strong, participatory link with community leaders in the implementation of magnet schools.

In Boston, as in other cities, involvement of community resources (both cultural and business) has been an important factor in fostering successful magnet learning environments (McMillan, p. 162). Surely such opportunities exist in Cleveland's vast cultural, business and medical facilities and should be utilized to make each magnet program truly unique and attractive to all types of students. Again, administrators and advisory committees for each school and evaluators for each program planned can best determine the beneficial resources to be used. Whether these resources should be used as speakers/teachers coming to the magnet schools, as hosts for field trips, or as cooperative work-study program bases should be left to the discrimination of each individual school.

At this point it should be noted that our main concern is the planning of magnet schools as successful educational innovations in accomplishing desegregation and therefore the upgrading of education for the entire city student population. Although urban renewal as such is not a focus of our intent, it is interesting to note that the degree to which other agencies and the local community are allowed or encouraged to be involved in school programs can have an effect on urban renewal and the quality of life in the city (Campbell and Levine, 1977, p. 146). This could have broad implications for the future of the city of Cleveland and the resulting quality of education to be found in CPS.

In summary, it is recommended that the chief school planner, planning committee, site administrator, and advisory committee define the desirable link for that particular school with non-school agencies during the planning process. The Liaison for Cooperation with Universities, Business, and Cultural Institutions must be contacted by the chief school planner and/or site administrator in order to provide that link. The advisory committee of each magnet school should then invite members of those agencies to serve on that committee.

Criteria for Site Selection

Several aspects must be looked at in determining magnet school sites: buildings, size, location and funding. First, in selecting the physical plant, a single building or complex of buildings may be used to house a magnet school offering a basic program, such as in a science magnet high school. Second, a building or complex of buildings may be used as a single magnet site housing several programs. In Chicago Whitney Young Magnet High School offers three main programs--medical arts, science, and performing arts, plus a "school within a school" for hearing-impaired students--all under one roof (Campbell and Levine, pp. 141-142). A third possibility for selecting a school site is to utilize existing space, either in the form of whole, unused buildings, or of partial space within a "regular" school (that is, a presently existing non-magnet school) to develop a magnet program. This latter situation is used in Houston (Campbell and Brandstetter, 1977).

> Diminishing enrollment left empty classrooms scattered around the district, providing available space for small magnet programs side by side with regular school schedules and populations. By using such space, students in magnet programs can take part in an integrated school program, and regular school programs can benefit from the additional funding,the specialized staffing, the in-service training opportunities, the lower student-teacher ratios provided in the magnet program (p. 138).

In the first two possibilities mentioned above, these buildings may already exist, or they may be new, specially constructed for a specific purpose. In either case, they should fit the special needs of the magnet program(s) to be housed. Architectural modifications may be necessary in the case of already existing buildings. In CPS an inventory of real estate shows approximately 15 already existing, school-owned buildings not used for instructional purposes during the 1979-80 school year (see Appendix F). These may be considered as possible magnet school sites as a way of lowering the cost of implementing magnet programs. Available or forthcoming funds will in many cases largely determine the selection or construction of a building or complex.

Next, the physical size of a magnet school and program should be considered. This size may or may not approach the "ideal" at first. In fact, it has been stated that

> There is no ideal size for a magnet school. Rather, size should be determined by the availability of staff and funds, the nature of the problems anticipated in planning the instructional program, the role of the school in relation to the total school system, and the relation of the school to comprehensive plans for renewal of urban neighborhoods (Campbell and Levine, p. 146).

To this we might add that the size of the magnet school may also be determined by the relation of the school to the community or non-school agency to be utilized in the magnet program. Student interest may also influence the size of the school as the program becomes established and in time is modified.

The actual location of magnet school sites will also largely be determined by what is available at the time of the program's inception and funds available for purchasing new property. It has been found that magnet schools work well in limited attendance zones, which reflects the continued importance of the neighborhood school, and in racially mixed neighborhoods (Royster, Baltzell and Simmons, 1979, p. 131). It appears that these are "neutral" sites, being associated with neither predominantly black nor white populations. These sites, however, are not always available, but as shown in Rosenbaum's and Presser's findings, (1978)

> A magnet plan, claiming to provide increased resources, special teachers, selective admissions, and a special curriculum to foster talent, can desegregate a formerly black school in a largely black neighborhood, and it can do so without violence (p. 180).

Even in a less than "neutral" site, students of all races felt the school housing the above plan was "theirs", and that they belonged there because the program being offered matched their talents and interests, regardless of the school's former population and the predominantly black neighborhood. It must be noted that an important reason given for this particular success was the "self-fulfilling prophecy" of success and specialness introduced to students and staff when the program began. It is felt that these actively promoted ideals helped to successfully desegregate the school and supported its and the students' success (Rosenbaum and Presser, p. 181). In this situation we see that what could have been considered a stumbling block to success was simply regarded as a hurdle to be overcome. Approached in that way, it was overcome.

Finally to be looked at is funding. Funding sources are available for magnet school planning. Emergency School Aid Act (ESAA) funding should be applied for as well as support from outside foundations. These sources should be thoroughly examined at the time of each individual magnet school's inception. If every attempt is made to secure outside financial aid, the implementation of specific schools or programs will be enhanced.

Each magnet school planning committee must address itself to the four areas described above and as determined by each magnet school's special needs, make the most appropriate decisions.

In summary, it is recommended that buildings or sites already owned by the school system be utilized where possible, but that all available site possibilities first be examined in light of proposed programs and with respect to the proximity of relevant community resources. School closings should be coordinated with magnet school establishment to avoid duplication of efforts, wasted actions and time.

Criteria for and Method of Staff Selection and Training

Positions open for the new jobs associated with new magnet schools should be advertised so that educators both within and outside of the school district may be considered. It has been suggested that ample time is needed for the selection of staff and that the following requirements for appointment be met: adaptability, previous teaching experience and necessary certification. Central offices of the school district, neighboring universities and other institutions may help to identify suitable staff for magnet programs (Campbell and Levine, p. 144). Upon the school district's decision to form a specific magnet school, a chief school planner for that program or school should be appointed. Later in the planning process a site administrator should be appointed. (The Deputy Superintendent may decide that the chief school planner should also be the site administrator.) The site administrator should be a working part of staff selection for that school or program. This should help facilitate having an administrator and staff who can work well together to meet common goals.

In addition to a staff knowledgeable in specialized areas dictated by the specific programs offered at each school, teachers will be needed to provide the ongoing instructional programs providing students with minimum state requirements. These teachers for regular subjects in each school should be flexible and innovative, able to use the focus of the magnet program to develop teaching techniques and adapt curriculum. Resources available to each magnet school should be used to capture the already-defined, special interest of the students in traditional subject areas. For example, in a science magnet high school an English class could utilize the writings of Leonardo DaVinci or Galileo. It could incorporate Carl Sagan, Rachel Carson, or Isaac Asimov into the curriculum and use their work as models for scientific writing to be attempted by the students.

Site administrators and staff must "exercise unusual initiative and good judgment (Levine, 1971, p. 112)."

> Administrators must set up workable problem-solving and feedback mechanisms throughout the school. In addition to monitoring progress and problems in all aspects of the program and ensuring that every student and teacher has representation in decision-making, administrators often will have to make important decisions without waiting for direction from the central office (p. 112).

Administrators should be strong and committed to making the magnet school work. Such a leader should foster that same commitment in his or her staff, a staff included in decision making. In San Diego's Fremont Elementary School

> ...it has been the purpose of the principal to develop a spirit of teamwork and concensus decision making in the staff. This has resulted in a commitment on the part of the staff to the program and a feeling of responsibility for its success (Kidd, 1971. pp. 90-91).

A staff balanced with respect to race and sex is another sign of the site administrator's commitment to magnet schools as a tool for successful integration. A staff, reflecting its student population or the city-wide staff population, working cooperatively together, supporting each other, serves as a working model for those students (Kidd, p. 91).

The literature strongly suggests that in-service training of personnel is equally as important as the selection of personnel. In discussing interracial educational programs, Levine recommends that

> a. All members of a faculty, including paraprofessionals, secretarial staff, and particularly administrators, must be involved in the training program.
>
> b. Top-level administrators not only must participate fully in the training program but must totally accept and support its objectives (Levine, p. 111).

Time must be set aside in magnet--as well as non-magnet--school planning to develop problem-solving skills and to allow the entire faculty and staff to function as a group. Rather than school "socials" and socializing areas (which also have their time and place), this means setting aside task or goal-oriented training time.

> Training must include adequate provision for continuous follow-up assistance offered at least partly in actual classroom settings (p. 112).

Above all, in addition to the special training needed for the focus of each individual magnet school, is the special training needed for the entire staff on integration. This includes the learning of special techniques for helping students to function in an integrated way in the classroom setting, and should encourage students to function in an integrated way outside of the formal classroom setting in areas of student choice.

What good is it, Rosenbaum and Presser point out, when integration and equal education are among the primary goals of magnet schools,to have students learn in a segregated way? Heterogeneous classes, often found in non-tracking magnet schools, can too easily break down into individualized work sheets or homogeneous work groups. These situations then further emphasize and continue educational differences among pupils. Although these differences, often along the lines of racial differences (Coleman et al., 1966, p. 273), are first brought about by a previously segregated system, and although this system is then redesigned to be remedied by innovative magnet programs, these innovations can fail without the proper staff training.

Students (as well as teachers) bring with them behaviors based on previous attitudes learned at an early age (Rosenbaum and Presser, p. 174). Unless new behaviors of integrated classroom cooperation are learned, guided by an experienced, trained, committed school staff, segregation and unequal education will persist, even in an integrated, innovative setting. This training must be ongoing and serve the purpose of accomplishing the goal of achieving successful desegregation and not just the goals set forth in a specific magnet program, focusing on the special nature of that magnet (pp. 165-167, 175).

In summary, then, it is recommended that vacancies for staff positions be posted, that staff selected have the proper certification, and that the staff selected reflect the racial and sexual balance of staff city-wide. Candidates should agree to support the objectives and purpose of the particular magnet school for which the candidate is considered, and must also agree to take part in staff development and inservice training programs. Prospective staff members must agree to support a strong, integrated school program, which is in fact the main purpose of magnet schools and programs in Cleveland.

The chief school planner for any particular magnet program or school should be appointed early in the planning process, should be a working part of that school's staff selection, and may be considered a primary candidate for the position of site administrator. The site administrator should be committed to making the program work and must have previously demonstrated his or her competence as an administrator as evidenced by recommendations by superiors.

Potential Cost Factors

The cost of establishing magnet programs depends on many things, including the number and size of magnet programs to be developed, time spent in planning, transportation costs, school sites to be used, size and experience of faculty, and the amount of funding obtainable from other sources to offset these costs.

In the planning process each magnet school or program must develop a projected budget covering the costs of operating the program, consistent with established procedures within the school system (i.e., budgets as used when submitting proposals for federal programs). These budgets might then be used to monitor actual costs and provide a comparison of cost if programs were to be combined within a single school. Until the actual programs in Cleveland are mounted, however, and the shift in cost centers identified, it is extremely difficult to determine if savings would actually be effected. Any such projections would be speculative.

Whitney Young Magnet High School in Chicago spent an estimated $31 million for that new facility opening in the fall of 1975 (Campbell and Levine, p. 139). Houston Independent School District's magnet school costs are outlined below (Campbell and Brandstetter, p. 136).

Projected budget summary for magnet programs in Houston
1975-76 and 1976-77

Expenditures	
Program budgets	$8,112,464
Transportation	625,246
Staff development	298,560
Portable buildings	70,000
Total	$9,106,270
Total, less program implementation factor[a]	$7,557,514

Revenue from external and existing sources	
Estimated external funding	$2,200,000
Existing proposed budget	113,850
Total	$2,313,850
Total additional cost to Houston Independent school District	$5,243,664
Total	$7,557,514

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[a] The program implementation factor of approximately one-sixth represents the fact that part of the budget for a new program is not spent in the first year because enrollment does not immediately reach 100 percent.

Source: Detailed Program and Budget Information for Quality Integrated Education
Report: Magnet Schools (Houston: Independent School District, June 1, 1975).

> Evaluation of magnetic options suggests that although costs go down as school system support increases, the long-term costs of outside agency collaboration will always remain significant. The city of Boston, like many major cities [including Cleveland], suffers from a lack of revenue, and, thus far, the costs of institutional involvement in magnet schools have been borne by the state and, often, by the co-operating institutions (McMillan, p. 162).

In St. Louis some magnet schools cost from $50,000 to $60,000 more than traditional school programs, while others require an additional $250,000 to $300,000 (Trombley, 1977, pp. 97-99). Busing, too, increases costs.

In general, since research has shown that cost factors are extremely variable, each magnet school or program must develop a projected budget during that school's planning and development process. That budget should cover the costs of the particular program and monitor the actual costs as they occur.

Student Recruitment Procedures

The most crucial thing in recruiting students is getting complete, accurate, timely information and applications to all students and parents in CPS. This can be done through the school in which students are presently enrolled (home schools), through guidance counselors, teachers, and administrators. Special programs in these schools can take place, sponsored by the newly opening (as well as currently operating) magnet schools. Special orientation programs can take place at the individual magnet schools themselves. Professionally prepared mailings, such as those used by Dayton, containing information and applications, can be sent to all students and parents. All local newspapers, radio and television stations should be requested to provide public service announcements to blanket the area with information. Paid advertising should also be placed in the media. There should also be an information dispensing center at a central location accessible to all interested individuals and publicized as such. In all cases magnet programs should be fully described, the basis of admittance and special qualifications for job marketability made clear, and applications made available (Rosenbaum and Presser, p. 164). All publicity should be coordinated through the Desegregation Information Center.

Chicago administrators recommend that a full-time director of publicity and community relations work directly with feeder (home) schools to alleviate recruitment problems, to help guidance offices, and to help with mailing publicity and making publicity contacts (Campbell and Levine, p. 145). We are told to expect more black applications than white because whites generally have more acceptable options open to them than blacks, and to expect competition from other specialized schools, including other magnet programs (p. 145). In these cases there might be resentment among home schools and perhaps a lack of desire to give out information for fear of a "talent drain" on some schools. A full-time director of publicity and community relations for magnet programs would be a helpful administrator in these cases. To assist this director, a staff, having several magnet programs assigned to each member, would help to effectively reach all home schools and all students. Such a director and staff could work directly with non-magnet principals, teachers, and counselors to inform them of magnet options.

It is recommended that during student recruiting it be made known that students must formally apply to the program of their choice, that enrollment in all programs will be open, and that all objectives, purposes, and success guidelines for the particular magnet school be fully disclosed to all interested students. Publicity for magnet programs should include press releases, public service announcements on radio and television, brochures and special mailings, and trained personnel to inform the public. Efforts should be made to enlist the aid of popular (local) celebrities, e.g. media personalities, athletes, to aid in publicizing magnet schools and programs.

All publicity should be presented the semester preceding the opening of the new school year. Special meetings should be held for parents, teachers, and students to fully explain the magnet programs. Special orientation programs for non-magnet principals, teachers, and counselors should take place so that these people will be knowledgeable about available magnet programs. Recruiting acitivities should take place during the semester preceding the opening of the new school year.

Student Admission Procedures

In order to ensure the opportunity for maximum integration, enrollment in magnet schools should be open to any student who would ordinarily be admitted to that particular grade, who is interested in the program offered, and who submits an application. Admission of students would therefore be on a first-come, first-served basis, but must fulfill the desegregation plan's racial balance established in the May 15, 1979, District Court order. This racial balance should apply not only to the school population, but to each program offered in each magnet school (Rosenbaum and Presser, pp. 172-174), and ideally to each class. In the event that more applications are received than could be accepted in order to achieve the proper racial balance, a lottery or random sampling technique should be used to select the students.

At the time of application, it must be understood that a student entering a magnet school or program is committed to that school/program for a minimum of one school year, and it must then be verified by student and parent signatures. If a student leaves a particular magnet school or program for reasons other than graduation or completion of the course of study, his or her leaving must be documented at that time.

It is recommended that while programs are open entry, each magnet school planning committee should state guidelines for success to give prospective students an idea of the standards under which the school will be operating. For example, if it is expected that a student will have completed certain science courses with a high degree of measurable knowledge, and that the magnet school will be building on that knowledge, the student must be aware of that. If he or she is deficient in this area, the student should be counseled as to whether or not this magnet program is a desirable one for that individual. If not meeting the standards in these guidelines will mean that his or her marketability after graduation is questionable, the student should be aware of this. If, on the other hand, the student enters the program and finds that his or her "short-comings" are remediable and can either be compensated for or improved to meet the program's standards, then counseling should inform and direct this student. In any event, before application is made and again at the time of admission, it must be made clear to the student and parent(s) that he or she is committed to the program and the assigned school for that school year (Reed et al. v. Rhodes et al., p. 5).

It may be that after a magnet school has been established, selectivity of applicants increases in order to maintain integrity with the students and parents and to maintain a magnet program as it was originally intended. This selectivity may be on the basis of race or sex to maintain the mandated balance.

One problem encountered with student admission is that often the local community (or neighborhood) believes it has the right to attend this magnet school simply because of its proximity. If this is allowed, it must be understood that "the attractiveness of the school may be diluted so that potential students would view it as just another neighborhood (non-magnet) school...(Campbell and Levine, p. 146)." The attractiveness could also be "diluted" if standards or guidelines for success are not established and made known to the public. Also important to publicize would be that previous enrollment in a former home school must bow to enrollment in a newly converted magnet school. Students could voluntarily apply to the magnet school, but it must be made clear that they would not be given preference merely on the basis of their previous enrollment at that building (H.E.W., 1978, p. 36229).

After CPS students have been selected for admission to magnet programs, and if openings still exist, applications from non CPS students could be accepted and students selected on a tuition basis.

> Relying on the richness of the urban community, there is no reason why the magnet schools cannot attract students voluntarily from the suburbs. Integration within the city has grown less possible in each year in this decade.... School integration in the 1980's, if it is to happen at all in dozens of American cities, will need to be metropolitan... (McMillan, p. 163).

It must be made clear to these applicants, however, that enrollment of CPS students takes priority, and that non-resident applications will be accepted only after residents have been admitted. Acceptance of non-resident students was supported by 88% of the needs assessment respondents.

Therefore it is recommended that students be admitted on an open enrollment basis by application, and where the number of applicants exceeds the number of openings, a lottery or random drawing be held to select students. The racial balance of students admitted must reflect the desegregation plan's court ordered racial balance. Career schools may impose admission procedures to ensure students' awareness of any state or federal licensing regulations. Parents should agree by signature to support program objectives and goals within the school and in work (such as homework) outside the school. Each magnet school may wish to describe general guidelines for success which are recommended but not required for student admission to the program.

Evaluation Procedures

Two types of evaluations should be made in developing magnet schools: evaluation of the program itself and evaluation of student progress. Both types of ongoing evaluation should be made regularly. The magnet program itself should be evaluated during the planning stages by other educators experienced if possible in that particular type or program.

Once every three years the Department of Desegregation Implementation or the site administrator of a particular magnet school or program should conduct a needs assessment. This assessment should involve the student population, parents, staff, any non-school agencies involved with the program, and where appropriate (as determined by the school advisory committee and chief administrator), any agencies which might employ or continue the education of graduates. Criteria for effectiveness and minimum standards of magnet schools are also defined and delineated in Administrative Regulations, Section F (see Appendix G).

Although evaluation of student progress may be influenced directly by the successes or failures of the school's program (s), two aspects of pupil progress should be looked at. In the area of academics it should be determined whether or not students are doing as well as students in other, non-magnet schools. Also, an individual's present academic performance can be compared to his/her past performance. Individual grades achieved would enter into this evaluation, and other types of tests where control groups are measured and compared. In San Diego this is the responsibility of the district's testing services department (Kidd, p. 96).

The other aspect to be examined is in the area of student attitudes. Tests can be given which will measure students' feelings about school, their perceived self-image and aspiration level (Kidd, pp. 96-97). While attitudes are admittedly difficult to measure, behavior, often cited as the indicator of attitude (Zimbardo and Ebbesen, 1969, p. 7), can at least be observed.

Behavior observed in the classroom might simply include attendance and punctuality (easily measured) or a more complex observation of student interaction or approach behavior (Mager, 1968, p. 21). In less threatening (non-graded) "choice" situations, behavior may be observed in the cafeteria (with seats chosen and student interaction), during athletic activities (teammates chosen), or on the playground (approach behavior) (Rosenbaum and Presser, pp. 174-177). Here voluntary racial interaction should be considered a real outgrowth of the desegregated magnet school situation. It must be remembered that changes in student achievement and behavior (or attitudes) may not be visible for a long period of time--several years or longer (Krathwohl, Bloom, and Masia, 1966, p. 80). Ongoing evaluation, both traditional and non-traditional, of these pupil progress changes, both academic and attitudinal, should be handled by the Division of Research and Development. Results should be made available to the individual magnet schools being measured to aid them in interpretation and direction of curriculum changes and alteration of teaching techniques.

Therefore it is recommended that evaluations of magnet schools and programs recognize important problems and/or issues concerning desegregation programs. Results of such evaluations should indicate that efforts have been made to avoid these problems/issues and the extent to which these efforts have been successful. Magnet school and program evaluations should collect information from a wide spectrum of community representatives, and procedures should incorporate a variety of data collection procedures and date types, including nontraditional data. Evaluation results and interpretations must be given to the school's advisory committee at prescribed intervals to aid them in initiating further actions.

In conducting a needs assessment for evaluation purposes, a professional consultant (s) should be used to design and implement such an assessment and related activities. The administrative staff should conduct the needs assessment every three years, and should sample the student population, parents, staff, any involved non-school agencies, and (where appropriate) agencies which might employ or continue the education of graduates. Results should then be reflected in the school's or program's goals.

Priorities of Development

The most fundamental and far-reaching priority in the development of magnet programs is to improve and equalize the quality of education for all students in Cleveland's public schools and to do so in an integrated environment. This is the reason for developing magnet programs in CPS, and it must be the motivating force behind all other priorities.

In discussing the priorities of development three major areas will be considered. First is community interest, including students, parents, community members, and school staff. This interest is presently indicated by the sampled responses to the needs assessment, and should be reassessed periodically as part of CPS's ongoing evaluation procedure. This might prove to be an area where educational consultants assist with periodic assessments. Since the attractiveness of the programs being offered largely affects the degree to which voluntary desegregation successfully proceeds (Royster, et al., p. 86), this aspect of magnet offerings must be considered of primary importance by CPS.

The degree to which the attractiveness of programs can accurately be measured before they are planned, before they become overwhelmingly successful or falter, will help in *all* phases of planning and change. In nationwide ranking of general magnetic appeal or attractiveness of magnet schools, the Abt report cites *the program* as being most important, the *voluntary nature* of magnet schools second in importance, and "the opportunity the school provides as 'another chance' for problem children (Royster et al., p. 86)" as third. In discussing the degree of interest in various magnet programs, Abt states,

> The most frequently occurring program types for the 227 magnets [surveyed] are the academic (36%), followed by the non-traditional (27%), the traditional (18%), and the vocational (10%) [with 10% miscellaneous] (Royster et al., p. 90).

Although there is an emphasis on the "back to basics" type educational program today, Abt found that non-traditional programs are more strongly related to effectiveness than other programs and that "non-traditional programs are most likely to meet enrollment and racial composition goals (p. 91)." This information, combined with the two needs assessment surveys, should serve to indicate priorities in developing magnet programs, based on interest.

The second area to be considered in determining the priorities of development is funding. Funds should be available to plan and implement desired magnet programs. The type of program offered largely determines the type of funding applied for or granted, whether it be federal, state, or general.

It is timely to note here that it appears as though the more innovative a magnet program is, the better its chances for being federally financially awarded (Royster, et al., p. 141). This is important for planners to be aware of, but it must be coupled with their awareness of the desegregative purpose of such programs (Rosenbaum and Presser). This awareness must be borne out by the actual programs and courses taught in actual classrooms by responsive, well-trained personnel, and not just in funds granted for innovation.

Finally, after the type of program has been defined, funds granted, and plans underway, the facility to house the program must be decided upon. Since measurable interest, definite monetary support, and specific plans help to determine the size of a program, the site chosen may be the last area considered in the development of magnet programs. Which usable buildings are available, which must be renovated, and which newly constructed all contribute to the length of time necessary for the development of magnet programs and schools.

In summary it is recommended that the results of the 1979-80 needs assessment govern which magnet schools are planned and put into operation in the next five years. Available community resources, funds, and school sites should govern the priorities of development. Finally, those magnet schools which would enhance the desegregation process to the greatest extent should be given priority of development (see Note below).

Note: Enhancement means that the needs assessment results indicate a racial balance would most likely take place within a particular proposed school or program.

Short-Term and Long-Term Planning Goals

Short- and long-term planning goals must be included with the discussion of priorities of development of magnet schools. In this report short-term goals are defined as the implementation of magnet schools proposed in the Board's submission to the court July 2, 1979. This includes the Health Careers Vocational Center, Business Careers Center, Cleveland Center for Fundamental Education, Center for Individualized Learning, and the Early Learning Laboratory. Also included in short-term goals is the continued planning for the Science Magnet High School. This implementation would cover the 1980-81 school year.

Long-term goals are defined as the establishment and implementation of at least one magnet school a year until the 1983-84 school year. This is dependent upon available resources and obtainable outside funding. The goal, then, is for a total of at least 10 magnet schools for the school system by that date. It will also be a five year objective, obtained by the 1983-84 school year, that the number of students enrolled in magnet programs will be at least 8% of the CPS student population (Royster, et al., pp. 69-72).

Schools already in operation should be continued. Schools in the planning stages should be implemented as scheduled (see Table 5). The next group of schools to be implemented will be those shown most interest as determined by the needs assessment results (see Table 6).

The two year time frame for magnet schools found in Administrative Regulations shows short-term and long-term planning goals for a specific school (see Appendix G). As shown in the regulations, during the first year of planning time the needs and interests of the community are identified and conveyed to the

Board of Education. The Board responds to the community by deciding to establish a particular magnet program or school. It obtains necessary funding, appoints a chief school planner midway through the first planning year, and selects and appoints an initial implementation planning team. By the end of the first year a suitable site is selected and site administrator appointed. Plans for curriculum and student recruitment are also begun and carry over into the second year.

Midway into the second year magnet school information is disseminated to parents, students, staff and community. At the same time job openings are publicized for non-staff members. Students are recruited, staff selected, and both are notified in the late spring. During the summer before the program or school officially opens, staff training is begun. Different areas of evaluative data are collected throughout both planning years and continue after programs are established.

In summary, then, short- and long-term planning goals are to be thought of as setting the priorities of development of magnet schools, described in this plan in timeline form. There are short- and long-term planning goals for overall magnet school development in Cleveland (see Table 5 and 6), and there are short- and long-term planning goals for each individual magnet school or program in the planning and implementation stages (see Appendix G). These goals should be met as described there, but are contingent upon the elements covered in the section of this plan dealing with Priorities of Development: interest, facilitation of desegregation racial balance, funding, and available sites.

TABLE 5
Projections for Magnet School Operations
Short-Term Goals

1979-80	1980-81
Elementary	
Cleveland Center for Fundamental Education Grades 1 - 6 (Operation)	Fundamental Elementary School Grades 1 - 7 (Operation)
Fundamental Middle School Grades 6 - 8 (Planning)	Fundamental Middle School (Planning)
Early Learning Laboratory Grades K - 2 (Planning)	Early Learning Laboratory Grades K - 2 (Operation)
Individualized Learning Center Grades 1 - 5 (Planning)	Individualized Learning Center Grades 1 - 5 (Operation) and Individualized Middle School Grades 6 - 8 (Planning)
Secondary	
Aviation High School Grades 10 - 12 (Operation)	Aviation High School Grades 10 - 12 (Operation)
Max S. Hayes Vocational H.S. Grades 10 - 12 (Operation)	Max S. Hayes Vocational H.S. Grades 11 - 12 (Operation)
Washington Park Horticulture Center, Grades 10 - 12 (Operation and Modification)	Washington Park Horticulture Center, Grades 10 - 12 (Operation)
Business Careers Center Grades 11 - 12 (Operation)	Business Careers Center Grades 11 - 12 (Operation)
	School for Academically Talented and Gifted Grades 2 - 12 (Recommended Planning)

Health Careers Center Grades 11 - 12 (Planning)	Health Careers Center School Grades 11 - 12 (Operation)
Magnet Science High School Grades 9 - 12 (Planning)	Magnet Science High School Grade 9 (Operation) Implementation on grade level per year
Arts Heritage High School Grades 9 - 12 (Planning)	Arts Heritage High School (Operation)

TABLE 6
Projections for Magnet School Operations
Long-Term Goals

1981-82 1982-83 1983-84

- Continuation of schools already in operation
- Evaluation of Schools in Operation to determine:
  - goals met
  - adjustments needed to attain unmet goals
  - determine significance of student population served in relation to total student population and total magnet school student population
- Between September, 1981 and June, 1984 the following schools should be planned and implemented. The order of priority was arrived at through the Magnet Schools Planning Committee's deliberations, the 1979-80 Magnet Schools Needs Assessment, and the 1979 Magnet School Perception Survey.

Elementary	**Secondary**
1. Middle School for Fundamental Education Grades 6, 7, 8	1. Business and Management School
2. Center for Academically Talented and Gifted (Grades 2 - 12)	
*3. Early Learning Laboratory Grades 3 - 6 Implementation one grade level per year	3. School for Automotive Studies
*3. Individualized Middle School Grades 6 - 8 (Operation)	4. School for Visual and Performing Arts
	5. Human Services School

* Equal Priority

IV. CONCLUSIONS AND RECOMMENDATIONS

Based upon:

- Results of the Magnet School Perception Survey (April, 1979)
- Recommendations contained in the Report of the Magnet Schools Committee (April 16, 1979)
- Recent literature pertinent to magnet schools
- Visits to magnet schools in Buffalo and Dallas
- Court orders of May 15, 1979 and July 30, 1979
- Magnet Schools Needs Assessment (January, 1980)
- Advice of Experts
- Deliberations of the Magnet Schools Planning Committee reconvened in October, 1979

the following recommendations are hereby submitted to the Deputy Superintendent for Desegregation Implementation for transmittal to the Board of Education as a Master Plan for Developing Magnet Schools for the Cleveland City School District in compliance with the order of the Fifth District Federal Court.

Parent, Student and Community Leader Involvement

- Each magnet school or program should have an advisory committee, formed of parents, community leaders, and students where appropriate
- Needs assessments should involve parents, students, staff, community leaders, and non-school agencies where applicable

Procedures for Linking Magnet Schools to Community and Non-School Agencies

- Site administrator, planning committee, and advisory committee should define desirable links for each magnet school with non-school agencies during planning
- Site administrator should provide for the links with the desired agencies by contacting the Liaison for Cooperation with Universities, Business and Cultural Institutions

- Each school's advisory committee should invite members of appropriate agencies to serve on that committee

Criteria for Site Selection

- School system should utilize buildings or sites already owned when possible
- All available site possibilities should be examined in light of proposed programs and with respect to proximity of relevant community resources
- Proximity to public transportation is desirable

Criteria for and Method of Staff Selection and Training

- Vacancies for staff positions should be posted
- Staff selected should reflect racial and sexual balance of staff city-wide
- At the time of application, staff selected should agree to:
    - Take part in staff development and inservice training programs
    - Support the objectives and purpose of the magnet school applied to
    - Support a strong, integrated school program
- Chief school planner should be selected as soon as possible after the Board of Education has approved establishment of a magnet school or program
- Site administrator should be appointed by the Deputy Superintendent for Desegregation Implementation
- Staff selection should be the responsibility of the site administrator in cooperation with the appropriate supervisory staff
- Site administrator should be committed to making the program work
- Site administrator should have previously demonstrated his or her competence as an administrator as evidenced by recommendations by superiors

Potential Cost Factors

- Each magnet school or program should develop a projected budget during planning and development
- Projected budget should include all program costs
- Projected budget should be used to monitor actual costs as they occur
- Outside resources should be utilized to support programs wherever possible

Student Recruitment Procedures

- Students/parent (s) must formally apply to program of their choice
- All students should be eligible to apply at appropriate grade levels
- All objectives, purposes, and guidelines for each magnet school should be fully disclosed to all interested students
- Publicity for magnet programs should include press releases, public service announcements on radio and television, brochures and mailings
- Popular (local) celebrities, e.g. media personalities, athletes, should be enlisted to aid in publicizing magnet schools and programs
- Activities presented the semester preceding the opening of the new school year should include:
    - All publicity for magnet schools and programs
    - Meetings for parents, teachers, and students explaining the magnet programs offered
    - Orientation programs for non-magnet principals, teachers, and counselors

Student Admission Procedures

- Students should be admitted on an open enrollment basis by application

- Students should be selected by lottery or random drawing when the number of applicants exceeds the number of openings
- Racial balance of students admitted should reflect court ordered racial balance
- Career schools may impose admission procedures to ensure students' awareness of any state or federal licensing regulations
- General guidelines for success should be described by each magnet school to facilitate student admission
- Parents/students should agree by signature to support program objectives and goals

Evaluation Procedures

- Evaluations of magnet schools and programs should recognize important problems and/or issues concerning desegregation programs
- Results of evaluations should indicate efforts made to avoid these problems/issues and the extent to which efforts have been successful
- Evaluations should collect information from a wide spectrum of community representatives
- Evaluation procedures should incorporate a variety of data collection procedures and data types, including nontraditional data
- Evaluation results and interpretations should be given to the school's advisory committee at prescribed intervals to aid them in initiating further actions
- Professional needs assessment consultant(s) should conduct the the design and implementation activities related to needs assessment
- Results of well-designed needs assessments and evaluation procedures should be reflected in the magnet school's goals
- Needs assessments should be conducted every three years

Priorities of Development

- Results of the 1979-80 needs assessment should govern which magnet schools are planned and developed in the next five years
- Other factors to be considered are:
    - Available community resources
    - Available funds
    - Magnet schools or programs which will enhance the desegregation process to the greatest extent

Short-Term and Long-Term Planning Goals for Overall Magnet School Development

- Short-term goals would include the implementation of schools shown in Table 5 (p.40)
- Short-term goals would also include the continued planning of schools shown in Table 5 (p.40)
- Long-term goals would include the establishment and implementation of at least one magnet school or program a year, until the 1983-84 school year, as determined by the 1979-80 needs assessment and committee deliberations
- Long-term goals would also include the establishment of a sufficient number of magnet schools to serve approximately 8% of the CPS student population
- Long-term goals would include the establishment of a total of at least 10 magnet schools or programs for the school system by the 1983-84 school year

Short-Term and Long-Term Planning Goals for Individual Magnet Schools

- During the first year of planning time the following should take place:
    - Needs and interests conveyed to the Board of Education by the Deputy Superintendent for the Department of Desegregation Implementation

- Board decides to establish particular magnet program or school
- Chief school planner selected
- Necessary funding obtained
- Site administrator appointed
- Initial implementation planning team selected and appointed
- Suitable site selected by the end of the first year
- Plans for curriculum and student recruitment begun

- During the second year of planning time the following should take place:
  - Magnet school information disseminated to parents, student, staff, and community
  - Job openings publicized
  - Students recruited
  - Staff selected
  - Students admitted and selected staff notified in the late spring
  - Staff training scheduled during the summer before magnet schools or program (s) open
  - Parent, student, staff, and where applicable non-school agency advisory committee formed
  - Different areas of evaluative data collected by the Department of Desegregation Implementation

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APPENDIX A

NEEDS ASSESSMENT

CLEVELAND PUBLIC SCHOOLS
1380 East Sixth Street • Cleveland, Ohio 44114 • Telephone 696-2929

JOHN E. GALLAGHER
PRESIDENT
GEORGE DOBREA
VICE PRESIDENT
JOSEPH M. GALLAGHER
MARY ANN GERACI
EMMETT L. MOORE
BERTHINA E. PALMER
WILLIAM T. WHITE

PETER P. CARLIN
SUPERINTENDENT

TO: Selected Members of the Cleveland Public School Community

FROM: The Planning Committee on Magnet Schools
Sponsored by the Cleveland Public Schools
Francis S. Martinez, Chairman

You are part of a select sample of community members being asked to participate in an assessment of needs for proposed magnet schools in Cleveland.

The following questions have been compiled by the Planning Committee on Magnet Schools. This committee is made up of teachers, parents, students and administrators in the Cleveland Public Schools.

The results of this assessment will be used by the committee to make recommendations about magnet school planning for the school district.

Included in the assessment is a brief questionnaire, designed to give the committee important information. The information you give us will be used to tell us which magnet schools the Cleveland Public School community prefers. Please check the appropriate items in Section I of the survey. Your name is not required. Do not sign the form.

In Section II of the survey you are asked to judge different types of schools. You will simply mark a number telling if you think the type of school described is a good idea or not.

Below are some explanations of words and phrases used in Section II. These explanations may help you to understand the schools described.

- A magnet school is a school that offers students a special curriculum or program in addition to all basic, necessary subjects. Parent participation is an important part of any magnet school. It is designed to attract a great number of students of different races or ethnic backgrounds.

- Each magnet school would be different from other schools. The special program offered in a magnet school would not be offered in regular schools. The way in which subjects are taught in a magnet school might be different from the way they are taught in other schools. Each magnet school would be unique.

- To enter a magnet school, a student would have to be interested in the special program offered. He or she would have to apply and have parents' approval. Some schools might require a certain ability, aptitude, need or skill. If a magnet school had more students apply to it than the school had room for, students might have to be picked by a random drawing or lottery.
- Students would attend the magnet school full time.

Try to keep the above explanations in mind as you read and mark Section II of the survey. There are two forms. One deals with elementary magnet schools. The other deals with secondary magnet schools. You have received only one of these surveys.

Please return your completed questionnaires, using the enclosed postage-paid envelope. Your part in this assessment is greatly appreciated. Future funding of magnet schools programs depends upon your cooperation.

If you have any questions regarding this survey, you may call the Desegregation Information Center at 696-2121, between 10 a.m. and 3 p.m.

Please return by: January 28, 1980

To:

Cleveland Public Schools
P.O. Box 6618
Cleveland, Ohio 44101

/bmr
Enclosures

QUERIDOS PADRES: En caso que usted no haya entendido las instrucciones que se le han dado en esta carta, o no sabe leer el inglés, le rogamos llame al teléfono 696-2121 y pregunte por Luis H. Pérez, él le dará la información en español

Muchas gracias.

English translation

Dear parents: If you do not understand the instructions of this letter or if you can not speak English, please call Mr. Luis H.Perez he will give you this information in SPANISH. The phone number is 696-2121 THANK YOU

1/16/80

CLEVELAND PUBLIC SCHOOLS

ELEMENTARY MAGNET SCHOOLS – NEEDS ASSESSMENT

SECTION I

In studying this survey, it would be helpful to know some facts about you. Feel free to omit any item that you feel is too personal.

1. During the years 1979-80, 1980-81, should the school system concentrate on developing (select one)
   - (1) ☐ elementary magnet schools
   - (2) ☐ secondary magnet schools
   - (3) ☐ both elementary and secondary magnet schools

2. Which of the following is most important for the location of a magnet school? (select one)
   - (1) ☐ central location for the school
   - (2) ☐ easily reached by public transportation
   - (3) ☐ near related community resources for the purposes of the school

3. In September 1980, would you prefer to have your child attend a magnet school? (Or if you are a student, would you prefer to attend a magnet school?)

   (1) ☐ Yes (2) ☐ No

4-5. If you checked "Yes" above, which magnet school would you attend or have your child attend?

   ______ magnet school. (Use the magnet school number given for each school on the following pages.)

6. I am (mark one)
   - (1) ☐ a parent
   - (2) ☐ a school staff member
   - (3) ☐ a student
   - (4) ☐ a community member

7. My sex is

   (1) ☐ male (2) ☐ female

8. Please indicate your race or ethnic background
   - (1) ☐ American Indian/Alaska Native
   - (2) ☐ White/Caucasian
   - (3) ☐ Black/Negro
   - (4) ☐ Asian/Pacific Islander
   - (5) ☐ Hispanic

9. Should students who live outside the Cleveland City School District be allowed to attend magnet schools on a tuition basis if space is available?

   (1) ☐ Yes (2) ☐ No

SECTION II

HOW IMPORTANT IS IT?

0	1	2	3	4	5
Do not know	Unimportant	Below average importance	Average importance	Above average importance	Very important

Below you will find descriptions of proposed magnet schools. To the left of each description, you are asked to show your opinion of how important you think that magnet school is for elementary students. Draw a circle around the number that matches your opinion. For example, circle 5 if it's very important, 3 if it's average in importance, 1 if it's unimportant, etc. Be sure that you circle only one number for each of the magnet schools.

CC		
(10)	0 1 2 3 4 5	10. TOTAL COMMUNITY SCHOOL – Team teaching (parent-student-teacher- or member of the community) will encourage students to motivate, direct, discipline, and pace themselves. The teacher will simply guide the student's learning. The parents and community will help make educational decisions about the school.
(11)	0 1 2 3 4 5	11. MIDDLE SCHOOL (Gr. 6-8) FOR FUNDAMENTAL EDUCATION – A back-to-basics learning approach will be used. Student behavior, homework, following a dress code, developing self-responsibility, and using library resource materials will be stressed. The commitment and involvement of parents is a very important part of this program.
(12)	0 1 2 3 4 5	12. ARTS, LANGUAGE, AND CULTURAL HERITAGE SCHOOL – Children will study visual arts, music, dance, drama, and foreign languages, which are part of the cultural heritage of different races and ethnic groups.
(13)	0 1 2 3 4 5	13. CENTER FOR INDIVIDUALIZED LEARNING – Each student's own way of learning, abilities, and interests will decide the program, courses, and classes to be offered. Small classes, groups of students of different ages, and "individualized instruction" will be part of this school.
(14)	0 1 2 3 4 5	14. SCHOOL FOR VISUAL AND PERFORMING ARTS – The school will offer special study in performing in drama, dance (classic and modern), visual arts (painting, printing, sculpture, pottery), and music (instrumental, vocal).
(15)	0 1 2 3 4 5	15. CENTER FOR ACADEMICALLY TALENTED AND GIFTED – This school is designed for the student who is highly alert, observant, curious, self-motivated, responsible, and a good reader. The students will be encouraged to grow in their ability to judge, analyze, and solve problems creatively.
(16)	0 1 2 3 4 5	16. EARLY LEARNING LABORATORY – The school will serve children from age 5 to 7 and will use a Montessori approach with individualized attention to the needs of young children. Language development and the involvement of parents will be an important part of this school.

Your additional comments or suggestions: ______________________________

____

____

____

CLEVELAND PUBLIC SCHOOLS

SECONDARY MAGNET SCHOOLS – NEEDS ASSESSMENT

SECTION I

In studying this survey, it would be helpful to know some facts about you. Feel free to omit any item that you feel is too personal.

1. During the years 1979-80, 1980-81, should the school system concentrate on developing (select one)
   (1) ☐ elementary magnet schools
   (2) ☐ secondary magnet schools
   (3) ☐ both elementary and secondary magnet schools

2. Which of the following is most important for the location of a magnet school? (select one)
   (1) ☐ central location for the school
   (2) ☐ easily reached by public transportation
   (3) ☐ near related community resources for the purposes of the school

3. In September 1980, would you prefer to have your child attend a magnet school? (Or if you are a student, would you prefer to attend a magnet school?)
   (1) ☐ Yes (2) ☐ No

4-5. If you checked "Yes" above, which magnet school would you attend or have your child attend?
   ______ magnet school. (Use the magnet school number given for each school on the following pages.)

6. I am (mark one)
   (1) ☐ a parent (3) ☐ a student
   (2) ☐ a school staff member (4) ☐ a community member

7. My sex is
   (1) ☐ male (2) ☐ female

8. Please indicate your race or ethnic background
   (1) ☐ American Indian/Alaska Native (4) ☐ Asian/Pacific Islander
   (2) ☐ White/Caucasian (5) ☐ Hispanic
   (3) ☐ Black/Negro

9. Should students who live outside the Cleveland City School District be allowed to attend magnet schools on a tuition basis if space is available?
   (1) ☐ Yes (2) ☐ No

SECTION II

HOW IMPORTANT IS IT?
0 1 2 3 4 5
0 Do not know
1 Unimportant
2 Below average importance
3 Average importance
4 Above average importance
5 Very important

Below you will find descriptions of proposed magnet schools. To the left of each description, you are asked to show your opinion of how important you think that magnet school is for secondary students. Draw a circle around the number that matches your opinion. For example, circle 5 if it's very important, 3 if it's average in importance, 1 if it's unimportant, etc. Be sure that you circle only one number for each of the magnet schools.

CC
(10) 0 1 2 3 4 5   10. CAREER EXPLORATION SCHOOL – The school program will include direct contact with professionals and field trips to business, professional and industrial firms. It will stress math and language skills and self-discipline.

0 1 2 3 4 5 11. SCHOOL FOR CLASSICAL STUDIES – Students will study Greek and Roman classical ideas which influenced modern thought in the western world. They will also study how these ideas relate to the present and/or future.

1 2 3 4 5 12. SCIENCE SCHOOL – Students will be involved in all areas of scientific exploration and problem-solving. Community specialists will help teachers and students study horticulture, bacteriology, botany, zoology, air and water polution, and ecology.

(13) 0 1 2 3 4 5 13. BUSINESS AND MANAGEMENT SCHOOL – The school will help prepare students for advanced training in areas such as general business, management, marketing, insurance, secretarial science, accounting, economics, and finance or court reporting. Students who want jobs right after graduation will be trained in data processing, merchandising, real estate, insurance, etc.

(14) 0 1 2 3 4 5 14. BEAUTY CULTURE SCHOOL – The school will prepare students for careers as beauticians, cosmetic demonstrators, manicurists, sales, cosmetic field representatives, and so on.

(15) 0 1 2 3 4 5 15. TOTAL COMMUNITY SCHOOL – Team teaching (parent-student-teacher- or member of the community) will encourage students to motivate, direct, discipline, and pace themselves. The teacher will simply guide the student's learning. The parents and community will help make educational decisions about the school.

(16) 0 1 2 3 4 5 16. MIDDLE SCHOOL (Gr. 6-8) FOR FUNDAMENTAL EDUCATION – A back-to-basics learning approach will be used. Student behavior, homework, following a dress code, developing self-responsibility, and using library resource materials will be stressed. The commitment and involvement of parents is a very important part of this program.

(17) 0 1 2 3 4 5 17. SCHOOL FOR LAW AND PUBLIC ADMINISTRATION – The school will help prepare students for jobs or college study in areas such as police officer, attorney, tax collector, assessor, court reporter, probation officer, police technician, FBI officer, etc.

(18) 0 1 2 3 4 5 18. ARTS, LANGUAGE AND CULTURAL HERITAGE SCHOOL – Children will study visual arts, music, dance, drama, and foreign languages, which are part of the cultural heritage of different races and ethnic groups.

(19) 0 1 2 3 4 5 19. CENTER FOR INDIVIDUALIZED LEARNING – Each student's own way of learning, abilities, and interests will decide the program, courses, and classes to be offered. Small classes, groups of students of different ages, and "individualized instruction" will be part of this school.

(20) 0 1 2 3 4 5 20. SCHOOL FOR AGRICULTURAL CAREERS – Students will receive training for careers as a florist, landscape horticulturalist, animal care technician, agricultural mechanic, fruit and vegetable inspector, environmental management technician, etc.

(21) 0 1 2 3 4 5 21. SCHOOL FOR AUTOMOTIVE STUDIES – Students will be prepared to obtain full-time employment in areas such as auto salesperson, finance officer, tune-up specialist, body repair expert, front-end specialist, collision estimator, parts sales and distribution, automobile designer, etc.

(22) 0 1 2 3 4 5 22. HUMAN SERVICES SCHOOL – The school will help prepare students for employment or college study in areas such as social work, librarian, medical specialist, child care director or aide, juvenile specialist, mental health assistant, recreational work, etc.

(23) 0 1 2 3 4 5 23. SCHOOL FOR VISUAL AND PERFORMING ARTS – The school will offer special study in performing in drama, dance, (classic and modern), visual arts (painting, printing, sculpture, pottery), and music (instrumental, vocal).

(24) 0 1 2 3 4 5 24. CENTER FOR ACADEMICALLY TALENTED AND GIFTED – This school is designed for the student who is highly alert, observant, curious, self-motivated, responsible and a good reader. The students will be encouraged to grow in their ability to judge, analyze, and solve problems creatively.

Your additional comments or suggestions: ______________________________

____

____

APPENDIX B

NEEDS ASSESSMENT RESULTS

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                                              BOARD OF EDUCATION
  PROGRAM NUMBER - SE700C                  CLEVELAND CITY SCHOOL DISTRICT                          PAGE    1

PRODUCED ON  02/08/80                      MAGNET SCHOOL NEEDS ASSESSMENT
                                             ELEMENTARY AND SECONDARY

  RESPONDANT TYPE: GRAND TOTAL

                         MALE  FEMALE  NO REPLY TOTAL                         PREFER TO ATTEND

  AMER. INDIAN              3       2               5                         MAGNET SCHOOL         307
  WHITE                    96     152        2    250                         REGULAR PROGRAM        56
  BLACK                    39     123        3    165                         NO REPLY               76
  ASIAN                     1                       1
  HISPANIC                  1       5               6
  NO REPLY                  3       4        5     12

  TOTAL                   143     286       10    439



 CONCENTRATION                       IMPORTANT                                 NON-CLEVELAND STUDENTS

 ELEMENTARY MAGNETS   46         CENTRAL LOCATION                 92       YES          375
 SECONDARY MAGNETS   119         PUBLIC TRANSPORTATION           214       NO            51
 BOTH                261         COMMUNITY RESOURCES             107       NO REPLY      13
 NO REPLY             13         NO REPLY                         26
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                                                   BOARD OF EDUCATION
  PROGRAM NUMBER - SE700C                    CLEVELAND CITY SCHOOL DISTRICT                                       PAGE     2

PRODUCED ON  02/08/80                        MAGNET SCHOOL NEEDS ASSESSMENT
                                                       ELEMENTARY

  RESPONDANT TYPE: NO RESPONSE

                         MALE   FEMALE  NO REPLY TOTAL                               PREFER TO ATTEND

  AMER. INDIAN                                                                       MAGNET SCHOOL           4
  WHITE                    2       3              5                                  REGULAR PROGRAM         3
  BLACK                            3       1      4                                  NO REPLY                4
  ASIAN
  HISPANIC
  NO REPLY                                 2      2

  TOTAL                    2       6       3     11


  CONCENTRATION                           IMPORTANT                                  NON-CLEVELAND STUDENTS

  ELEMENTARY MAGNETS     1              CENTRAL LOCATION              4           YES          5
  SECONDARY MAGNETS      1              PUBLIC TRANSPORTATION         3           NO           3
  BOTH                   6              COMMUNITY RESOURCES                       NO REPLY     3
  NO REPLY               3              NO REPLY                      4
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PROGRAM NUMBER - SE700C

PRODUCED ON 02/08/80

BOARD OF EDUCATION
CLEVELAND CITY SCHOOL DISTRICT

MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

RESPONDANT TYPE: NO RESPONSE

	MALE	FEMALE	NO REPLY	TOTAL
AMER. INDIAN				
WHITE		4		4
BLACK		1		1
ASIAN				
HISPANIC				
NO REPLY			3	3
TOTAL		5	3	8

PREFER TO ATTEND	
MAGNET SCHOOL	4
REGULAR PROGRAM	2
NO REPLY	2

CONCENTRATION	
ELEMENTARY MAGNETS	
SECONDARY MAGNETS	3
BOTH	4
NO REPLY	1

IMPORTANT	
CENTRAL LOCATION	4
PUBLIC TRANSPORTATION	
COMMUNITY RESOURCES	3
NO REPLY	1

NON-CLEVELAND STUDENTS	
YES	7
NO	
NO REPLY	1

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                                        BOARD OF EDUCATION
 PROGRAM NUMBER - SE700C           CLEVELAND CITY SCHOOL DISTRICT                                     PAGE     4

PRODUCED ON  02/08/80              MAGNET SCHOOL NEEDS ASSESSMENT
                                     ELEMENTARY AND SECONDARY

 RESPONDANT TYPE: NO RESPONSE

                       MALE   FEMALE  NO REPLY TOTAL                         PREFER TO ATTEND

 AMER. INDIAN                                                                MAGNET SCHOOL          8
 WHITE                   2      7                9                           REGULAR PROGRAM        5
 BLACK                          4        1       5                           NO REPLY               6
 ASIAN
 HISPANIC
 NO REPLY                                5       5

 TOTAL                   2     11        6      19



 CONCENTRATION                       IMPORTANT                               NON-CLEVELAND STUDENTS

 ELEMENTARY MAGNETS      1         CENTRAL LOCATION             8          YES           12
 SECONDARY MAGNETS       4         PUBLIC TRANSPORTATION        3          NO             3
 BOTH                   10         COMMUNITY RESOURCES          3          NO REPLY       4
 NO REPLY                4         NO REPLY                     5
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                                                   BOARD OF EDUCATION
 PROGRAM NUMBER - SE700C                      CLEVELAND CITY SCHOOL DISTRICT                                    PA

PRODUCED ON  02/08/80                         MAGNET SCHOOL NEEDS ASSESSMENT
                                                       ELEMENTARY

 RESPONDANT TYPE: PARENT

                         MALE   FEMALE  NO REPLY TOTAL                         PREFER TO ATTEND

 AMER. INDIAN              1                       1                           MAGNET SCHOOL          48
 WHITE                    11      10        1     22                           REGULAR PROGRAM         6
 BLACK                     4      27        1     32                           NO REPLY                1
 ASIAN
 HISPANIC
 NO REPLY

 TOTAL                    16      37        2     55


 CONCENTRATION                      IMPORTANT                                 NON-CLEVELAND STUDENTS

 ELEMENTARY MAGNETS       5        CENTRAL LOCATION                7          YES          44
 SECONDARY MAGNETS        4        PUBLIC TRANSPORTATION          32          NO           10
 BOTH                    43        COMMUNITY RESOURCES            11          NO REPLY      1
 NO REPLY                 3        NO REPLY                        5
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                                                    BOARD OF EDUCATION
  PROGRAM NUMBER - SE700C                       CLEVELAND CITY SCHOOL DISTRICT                                    PAGE      5

PRODUCED ON  02/08/80                           MAGNET SCHOOL NEEDS ASSESSMENT
                                                         ELEMENTARY

  RESPONDANT TYPE: PARENT

                             MALE   FEMALE  NO REPLY TOTAL                         PREFER TO ATTEND

  AMER. INDIAN                 1                        1                          MAGNET SCHOOL          48
  WHITE                       11      10        1      22                          REGULAR PROGRAM         6
  BLACK                        4      27        1      32                          NO REPLY                1
  ASIAN
  HISPANIC
  NO REPLY

  TOTAL                       16      37        2      55




  CONCENTRATION                            IMPORTANT                               NON-CLEVELAND STUDENTS

  ELEMENTARY MAGNETS     5            CENTRAL LOCATION               7            YES          44
  SECONDARY MAGNETS      4            PUBLIC TRANSPORTATION         32            NO           10
  BOTH                  43            COMMUNITY RESOURCES           11            NO REPLY      1
  NO REPLY               3            NO REPLY                       5
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                                         BOARD OF EDUCATION
  PROGRAM NUMBER - SE700C            CLEVELAND CITY SCHOOL DISTRICT                                    PAGE     7

PRODUCED ON  02/08/80                   MAGNET SCHOOL NEEDS ASSESSMENT
                                          ELEMENTARY AND SECONDARY

  RESPONDANT TYPE: PARENT

                           MALE   FEMALE  NO REPLY TOTAL                          PREFER TO ATTEND

  AMER. INDIAN                1                      1
  WHITE                      21     28       1      50                            MAGNET SCHOOL         96
  BLACK                       8     48       2      58                            REGULAR PROGRAM       12
  ASIAN                                                                           NO REPLY               4
  HISPANIC                           3               3
  NO REPLY

  TOTAL                      30     79       3     112



  CONCENTRATION                            IMPORTANT                              NON-CLEVELAND STUDENTS

  ELEMENTARY MAGNETS     9              CENTRAL LOCATION              18        YES             87
  SECONDARY MAGNETS     18              PUBLIC TRANSPORTATION         65        NO              23
  BOTH                  80              COMMUNITY RESOURCES           23        NO REPLY         2
  NO REPLY               5              NO REPLY                       6
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                                                    BOARD OF EDUCATION
  PROGRAM NUMPFR - SE700C                      CLEVELAND CITY SCHOOL DISTRICT                                        PAGE     8

PRODUCED ON  02/08/80                          MAGNET SCHOOL NEFDS ASSESSMENT
                                                         ELEMENTARY

  RESPONDANT TYPE: SCHOOL STAFF MEMBER

                         MALE   FEMALE  NO REPLY TOTAL                           PREFER TO ATTEND

  AMER. INDIAN                                                                   MAGNET SCHOOL            48
  WHITE                   13      29              42                             REGULAR PROGRAM           8
  BLACK                    4      23              27                             NO REPLY                 15
  ASIAN
  HISPANIC
  NO REPLY                         2               2

  TOTAL                   17      54              71



  CONCENTRATION                         IMPORTANT                                NON-CLEVELAND STUDENTS

  ELEMENTARY MAGNETS   12             CENTRAL LOCATION            17           YES             65
  SECONDARY MAGNETS    16             PUBLIC TRANSPORTATION       28           NO               4
  BOTH                 42             COMMUNITY RESOURCES         22           NO REPLY         2
  NO REPLY              1             NO REPLY                     4
```

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                                                       BOARD OF EDUCATION
  PROGRAM NUMBER - SE700C                        CLEVELAND CITY SCHOOL DISTRICT                                        PAGE      9
PRODUCED ON  02/08/80                            MAGNET SCHOOL NEEDS ASSESSMENT
                                                            SECONDARY
  RESPONDANT TYPE: SCHOOL STAFF MEMBER

                            MALE   FEMALE  NO REPLY TOTAL                          PREFER TO ATTEND

  AMER. INDIAN                2       1               3                            MAGNET SCHOOL          59
  WHITE                      17      40       1      58                            REGULAR PROGRAM         7
  BLACK                       5      22              27                            NO REPLY               24
  ASIAN
  HISPANIC                            1               1
  NO REPLY                    1                       1

  TOTAL                      25      64       1      90



  CONCENTRATION                          IMPORTANT                                  NON-CLEVELAND STUDENTS

  ELEMENTARY MAGNETS     10          CENTRAL LOCATION              21              YES          86
  SECONDARY MAGNETS      30          PUBLIC TRANSPORTATION         38              NO            4
  BOTH                   50          COMMUNITY RESOURCES           27              NO REPLY
  NO REPLY                           NO REPLY                       4
```

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                                               BOARD OF EDUCATION
 PROGRAM NUMBER - SE700C                   CLEVELAND CITY SCHOOL DISTRICT                          PAGE    10

PRODUCED ON  02/08/80                      MAGNET SCHOOL NEEDS ASSESSMENT
                                              ELEMENTARY AND SECONDARY

 RESPONDANT TYPE: SCHOOL STAFF MEMBER

                       MALE   FEMALE  NO REPLY TOTAL                         PREFER TO ATTEND

 AMER. INDIAN            2       1               3
 WHITE                  30      69       1     100                           MAGNET SCHOOL          107
 BLACK                   9      45              54                           REGULAR PROGRAM         15
 ASIAN                                                                       NO REPLY                39
 HISPANIC                        1               1
 NO REPLY                1       2               3

 TOTAL                  42     118       1     161



 CONCENTRATION                          IMPORTANT                                NON-CLEVELAND STUDENTS

 ELEMENTARY MAGNETS   22          CENTRAL LOCATION               38          YES          151
 SECONDARY MAGNETS    46          PUBLIC TRANSPORTATION          66          NO             8
 BOTH                 92          COMMUNITY RESOURCES            49          NO REPLY       2
 NO REPLY              1          NO REPLY                        8
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                                                      BOARD OF EDUCATION
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'RODUCED ON  02/08/80                            MAGNET SCHOOL NEEDS ASSESSMENT
                                                          ELEMENTARY

RESPONDANT TYPE: STUDENT

                      MALE   FEMALE  NO REPLY TOTAL                        PREFER TO ATTEND

AMER. INDIAN                                                               MAGNET SCHOOL           16
WHITE                   3      2               5                           REGULAR PROGRAM          2
BLACK                   4      8              12                           NO REPLY                 1
ASIAN
HISPANIC                1                      1
NO REPLY                       1               1

TOTAL                   8     11              19


CONCENTRATION                     IMPORTANT                                NON-CLEVELAND STUDENTS

ELEMENTARY MAGNETS    4           CENTRAL LOCATION              4          YES           11
SECONDARY MAGNETS     3           PUBLIC TRANSPORTATION        14          NO             7
BOTH                 12           COMMUNITY RESOURCES           1          NO REPLY       1
NO REPLY                          NO REPLY
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 PROGRAM NUMBER - SE700C                             BOARD OF EDUCATION
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                                                MAGNET SCHOOL NEEDS ASSESSMENT
                                                          SECONDARY
 RESPONDANT TYPE: STUDENT

                          MALE   FEMALE  NO REPLY TOTAL                          PREFER TO ATTEND
 AMER. INDIAN
 WHITE                                                                           MAGNET SCHOOL          24
                             4      4             8                              REGULAR PROGRAM         9
 BLACK                      15      9            24                              NO REPLY                3
 ASIAN                       1                    1
 HISPANIC                           1             1
 NO REPLY                    2                    2

 TOTAL                      22     14            36



CONCENTRATION                       IMPORTANT                                  NON-CLEVELAND STUDENTS

ELEMENTARY MAGNETS                 CENTRAL LOCATION              5          YES           28
SECONDARY MAGNETS          7       PUBLIC TRANSPORTATION        24          NO             6
BOTH                      28       COMMUNITY RESOURCES           6          NO REPLY       2
NO REPLY                   1       NO REPLY                      1
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                                      MAGNET SCHOOL NEEDS ASSESSMENT
                                        ELEMENTARY AND SECONDARY

 RESPONDANT TYPE: STUDENT

                     MALE   FEMALE  NO REPLY TOTAL                    PREFER TO ATTEND

 AMER. INDIAN                                                         MAGNET SCHOOL            40
 WHITE                  7      6              13                      REGULAR PROGRAM          11
 BLACK                 19     17              36                      NO REPLY                  4
 ASIAN                  1                      1
 HISPANIC               1      1               2
 NO REPLY               2      1               3

 TOTAL                 30     25              55


 CONCENTRATION                      IMPORTANT                             NON-CLEVELAND STUDENTS

 ELEMENTARY MAGNETS    4            CENTRAL LOCATION            9         YES           39
 SECONDARY MAGNETS    10            PUBLIC TRANSPORTATION      38         NO            13
 BOTH                 40            COMMUNITY RESOURCES         7         NO REPLY       3
 NO REPLY              1            NO REPLY                    1
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                                                     ELEMENTARY

 RESPONDANT TYPE: COMMUNITY MEMBER

                        MALE   FEMALE  NO REPLY TOTAL                    PREFER TO ATTEND

 AMER. INDIAN                     1              1                      MAGNET SCHOOL          27
 WHITE                   17      21             38                      REGULAR PROGRAM         3
 BLACK                    2       4              6                      NO REPLY               15
 ASIAN
 HISPANIC
 NO REPLY

 TOTAL                   19      26             45



 CONCENTRATION                         IMPORTANT                                 NON-CLEVELAND STUDENTS

 ELEMENTARY MAGNETS      4         CENTRAL LOCATION            13          YES           42
 SECONDARY MAGNETS      16         PUBLIC TRANSPORTATION       21          NO             2
 BOTH                   24         COMMUNITY RESOURCES          9          NO REPLY       1
 NO REPLY                1         NO REPLY                     2
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                                                          SECONDARY

  RESPONDANT TYPE: COMMUNITY MEMBER

                          MALE   FEMALE  NO REPLY TOTAL                            PREFER TO ATTEND

  AMER. INDIAN                                                                     MAGNET SCHOOL          27
  WHITE                     19     21              40                              REGULAR PROGRAM        10
  BLACK                      1      5               6                              NO REPLY               10
  ASIAN
  HISPANIC
  NO REPLY                          1               1

  TOTAL                     20     27              47



  CONCENTRATION                          IMPORTANT                                 NON-CLEVELAND STUDENTS

  ELEMENTARY MAGNETS      6           CENTRAL LOCATION             10          YES           43
  SECONDARY MAGNETS      27           PUBLIC TRANSPORTATION        19          NO             3
  BOTH                   13           COMMUNITY RESOURCES          14          NO REPLY       1
  NO REPLY                1           NO REPLY                      4
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                                            ELEMENTARY AND SECONDARY

  RESPONDANT TYPE: COMMUNITY MEMBER

                          MALE  FEMALE  NO REPLY TOTAL                      PREFER TO ATTEND

  AMER. INDIAN                     1              1                         MAGNET SCHOOL        54
  WHITE                     36    42             78                         REGULAR PROGRAM      13
  BLACK                      3     9             12                         NO REPLY             25
  ASIAN
  HISPANIC
  NO REPLY                         1              1

  TOTAL                     39    53             92



  CONCENTRATION                       IMPORTANT                               NON-CLEVELAND STUDENTS

  ELEMENTARY MAGNETS   10         CENTRAL LOCATION          23          YES           85
  SECONDARY MAGNETS    43         PUBLIC TRANSPORTATION     40          NO             5
  BOTH                 37         COMMUNITY RESOURCES       23          NO REPLY       2
  NO REPLY              2         NO REPLY                   6
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PRODUCED ON 02/08/80

MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

CAREER EXPLANATION SCHOOL

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 4.20

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	14	9	4	1		8	
ADULT	101	35	26	6	5	21	10
NO REPLY	6					2	
TOTAL	121	44	30	7	5	31	10
MALE	30	23	14	4	2	8	2
FEMALE	87	21	16	3	3	22	8
NO REPLY	4					1	
TOTAL	121	44	30	7	5	31	10
BLACK	48	14	5			17	3
OTHER	69	28	25	6	5	14	7
NO REPLY	4	2		1			
TOTAL	121	44	30	7	5	31	10

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MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

SCHOOL FOR CLASSICAL STUDIES

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND .42

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	4	6	8	4	5	9	
ADULT	9	20	52	44	55	14	1
NO REPLY	1	1		2	3	1	
TOTAL	14	27	60	50	63	24	1
MALE	3	11	23	12	21	11	
FEMALE	10	16	36	38	41	11	1
NO REPLY	1		1		1	2	
TOTAL	14	27	60	50	63	24	1
BLACK	9	10	21	15	16	13	
OTHER	4	16	39	34	46	8	1
NO REPLY	1	1		1	1	3	
TOTAL	14	27	60	50	63	24	1

MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

SCIENCE SCHOOL

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 2.94

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	11	9	6	1	1	8	1
ADULT	80	65	31	5	3	9	6
NO REPLY	4	1	1	1		1	
TOTAL	95	75	38	8	4	18	7
MALE	32	24	14	2	1	8	2
FEMALE	61	50	24	6	3	8	5
NO REPLY	2	1				2	
TOTAL	95	75	38	8	4	18	7
BLACK	30	21	17	4	1	11	3
OTHER	62	53	20	4	3	5	4
NO REPLY	3	1	1			2	
TOTAL	95	75	38	8	4	18	7

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  BUSINESS & MANAGEMENT SCHOOL                                  PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND   7.14

                            VERY      ABOVE                BELOW       NOT       DO NOT             WOULD
                         IMPORTANT   AVERAGE   AVERAGE    AVERAGE   IMPORTANT     KNOW              ATTEND

         STUDENT               19         4         4          1          1          7                  4
         ADULT                120        47        13          3          2          9                 13
         NO REPLY               5         1         1                                1

         TOTAL                144        52        18          4          3         17                 17


         MALE                  32        28        11          2          1          7                  5
         FEMALE               109        24         7          2          2          8                 12
         NO REPLY               3                                                    2

         TOTAL                144        52        18          4          3         17                 17


         BLACK                 58         9         5          1          1         11                  9
         OTHER                 82        43        13          3          2          4                  8
         NO REPLY               4         1                                          2

         TOTAL                144        52        18          4          3         17                 17
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MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

BEAUTY CULTURE SCHOOL

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	8	6	9	3	2	8	
ADULT	30	37	56	42	16	13	
NO REPLY	2	2	2	1		1	
TOTAL	40	45	67	46	18	22	
MALE	7	9	30	21	5	9	
FEMALE	32	35	37	25	13	10	
NO REPLY	1	1				3	
TOTAL	40	45	67	46	18	22	
BLACK	16	14	22	16	4	12	
OTHER	23	30	43	30	13	8	
NO REPLY	1	1	2		1	2	
TOTAL	40	45	67	46	18	22	

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MAGNET SCHOOL NEEDS ASSESSMENT
ELEMENTARY

TOTAL COMMUNITY SCHOOL

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 2.99

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	5	3	4	2	1	4	1
ADULT	38	31	38	20	17	27	5
NO REPLY	4	1	1		3	2	
TOTAL	47	35	43	22	21	33	6
MALE	15	10	19	6	6	6	1
FEMALE	29	24	23	16	15	27	5
NO REPLY	3	1	1				
TOTAL	47	35	43	22	21	33	6
BLACK	25	15	11	9	1	20	4
OTHER	21	20	30	13	18	13	2
NO REPLY	1		2		2		
TOTAL	47	35	43	22	21	33	6

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                                                  SECONDARY

TOTAL COMMUNITY SCHOOL                                       PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND   2.10


                         VERY      ABOVE                BELOW      NOT      DO NOT             WOULD
                      IMPORTANT   AVERAGE   AVERAGE   AVERAGE  IMPORTANT    KNOW              ATTEND

        STUDENT             6         7        10         3         3         7
        ADULT              38        33        47        37        17        22                   5
        NO REPLY            1         1         2         1         2         1

        TOTAL -            45        41        59        41        22        30                   5



        MALE               13        11        20        17         7        13
        FEMALE             32        29        38        24        15        14                   5
        NO REPLY                      1         1                             3

        TOTAL              45        41        59        41        22        30                   5



        BLACK              13        22        22         6         6        15                   1
        OTHER              32        17        35        35        15        13                   4
        NO REPLY                      2         2                   1         2

        TOTAL              45        41        59        41        22        30                   5
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MAGNET SCHOOL NEEDS ASSESSMENT
ELEMENTARY AND SECONDARY

TOTAL COMMUNITY SCHOOL

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 2.51

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	11	10	14	5	4	11	1
ADULT	76	64	85	57	34	49	10
NO REPLY	5	2	3	1	5	3	
TOTAL	92	76	102	63	43	63	11
MALE	28	21	39	23	13	19	1
FEMALE	61	53	61	40	30	41	10
NO REPLY	3	2	2			3	
TOTAL	92	76	102	63	43	63	11
BLACK	38	37	33	15	7	35	5
OTHER	53	37	65	48	33	26	6
NO REPLY	1	2	4		3	2	
TOTAL	92	76	102	63	43	63	11

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PRODUCED ON 02/08/80 MAGNET SCHOOL NEEDS ASSESSMENT
ELEMENTARY

MIDDLE SCHOOL (GRADE 6-8) FOR FUNDAMENTAL EDUCATION PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 6.83

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	4	3	3	4	1	4	1
ADULT	109	26	12	4	1	19	29
NO REPLY	9				1	1	
TOTAL	122	29	15	8	3	24	30

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
MALE	38	7	7	5	2	3	8
FEMALE	80	22	7	3	1	21	21
NO REPLY	4		1				1
TOTAL	122	29	15	8	3	24	30

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
BLACK	46	9	5	2	1	18	10
OTHER	72	20	9	6	2	6	20
NO REPLY	4		1				
TOTAL	122	29	15	8	3	24	30

MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

MIDDLE SCHOOL (GRADE 6-8) FOR FUNDAMENTAL EDUCATION

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 7.56

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	13	9	2	2	1	9	
ADULT	107	35	20	10	11	11	18
NO REPLY	4	2	1			1	
TOTAL	124	46	23	12	12	21	18
MALE	34	17	10	6	4	10	4
FEMALE	89	28	12	6	8	9	14
NO REPLY	1	1	1			2	
TOTAL	124	46	23	12	12	21	18
BLACK	47	12	3	5	3	14	7
OTHER	75	33	19	6	9	5	11
NO REPLY	2	1	1	1		2	
TOTAL	124	46	23	12	12	21	18

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                                          ELEMENTARY AND SECONDARY

MIDDLE SCHOOL (GRADE 6-8) FOR FUNDAMENTAL EDUCATION              PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND   7.09

                                 VERY     ABOVE               BELOW       NOT      DO NOT          WOULD
                             IMPORTANT   AVERAGE   AVERAGE   AVERAGE  IMPORTANT    KNOW           ATTEND

         STUDENT                    17        12         5         6         2       13               1
         ADULT                     216        61        32        14        12       30              47
         NO REPLY                   13         2         1                   1        2

         TOTAL                     246        75        38        20        15       45              48



         MALE                       72        24        17        11         6       13              12
         FEMALE                    169        50        19         9         9       30              35
         NO REPLY                    5         1         2                            2               1

         TOTAL                     246        75        38        20        15       45              48



         BLACK                      93        21         8         7         4       32              17
         OTHER                     147        53        28        12        11       11              31
         NO REPLY                    6         1         2         1                  2

         TOTAL                     246        75        38        20        15       45              48
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MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

SCHOOL FOR LAW AND PUPLIC ADMINISTRATION

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND .84

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	18	5	3	1	1	8	1
ADULT	51	66	42	10	14	11	1
NO REPLY	3		1	1	1	2	
TOTAL	72	71	46	12	16	21	2
MALE	19	24	19	4	6	9	1
FEMALE	53	47	27	8	8	9	1
NO REPLY					2	3	
TOTAL	72	71	46	12	16	21	2
BLACK	35	19	9	5	4	12	1
OTHER	36	52	37	6	10	6	1
NO REPLY	1			1	2	3	
TOTAL	72	71	46	12	16	21	2

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MAGNET SCHOOL NEEDS ASSESSMENT
ELEMENTARY

ARTS, LANGUAGE & CULTURAL HERITAGE SCHOOL

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND .74

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	7	3	3	3		3	3
ADULT	33	43	54	11	9	21	2
NO REPLY	4		4	2		1	
TOTAL	44	46	61	16	9	25	5
MALE	18	14	17	7	2	4	2
FEMALE	25	31	41	9	7	21	3
NO REPLY	1	1	3				
TOTAL	44	46	61	16	9	25	5
BLACK	21	19	18	2	3	18	4
OTHER	21	27	40	14	6	7	1
NO REPLY	2		3				
TOTAL	44	46	61	16	9	25	5

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MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

ARTS, LANGUAGE & CULTURAL HERITAGE SCHOOL

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 1.68

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	8	8	10		2	8	
ADULT	38	47	57	25	15	12	3
NO REPLY	2	2	2		1	1	1
TOTAL	48	57	69	25	18	21	4
MALE	14	16	20	12	8	11	1
FEMALE	32	41	49	13	9	8	3
NO REPLY	2				1	2	
TOTAL	48	57	69	25	18	21	4
BLACK	20	24	21	4	3	12	1
OTHER	27	32	47	21	13	7	3
NO REPLY	1	1	1		2	2	
TOTAL	48	57	69	25	18	21	4

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                                        ELEMENTARY AND SECONDARY

  ARTS, LANGUAGE & CULTURAL HERITAGE SCHOOL                       PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND    .98


                           VERY      ABOVE              BELOW       NOT       DO NOT          WOULD
                         IMPORTANT  AVERAGE   AVERAGE  AVERAGE   IMPORTANT    KNOW           ATTEND

        STUDENT               15        11        13        3         2         11               3
        ADULT                 71        90       111       36        24         33               5
        NO REPLY               6         2         6        2         1          2               1

        TOTAL                 92       103       130       41        27         46               9



        MALE                  32        30        37       19        10         15               3
        FEMALE                57        72        90       22        16         29               6
        NO REPLY               3         1         3                  1          2

        TOTAL                 92       103       130       41        27         46               9



        BLACK                 41        43        39        6         6         30               5
        OTHER                 48        59        87       35        19         14               4
        NO REPLY               3         1         4                  2          2

        TOTAL                 92       103       130       41        27         46               9
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BOARD OF EDUCATION
CLEVELAND CITY SCHOOL DISTRICT

PRODUCED ON 02/08/80

MAGNET SCHOOL NEEDS ASSESSMENT
ELEMENTARY

CENTER FOR INDIVIDUALIZED LEARNING

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 3.06

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	8	2	2	1		6	3
ADULT	61	32	40	9	6	23	24
NO REPLY	3	4	2	1		1	1
TOTAL	72	38	44	11	6	30	28
MALE	22	16	14	3	2	5	10
FEMALE	46	21	30	8	4	25	17
NO REPLY	4	1					1
TOTAL	72	38	44	11	6	30	28
BLACK	35	8	13	3	1	21	14
OTHER	35	29	30	7	5	9	13
NO REPLY	2	1	1	1			1
TOTAL	72	39	44	11	6	30	28

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                                                SECONDARY

 CENTER FOR INDIVIDUALIZED LEARNING                        PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND   7.56


                          VERY     ABOVE              BELOW      NOT      DO NOT           WOULD
                        IMPORTANT AVERAGE   AVERAGE   AVERAGE IMPORTANT    KNOW            ATTEND

          STUDENT             14         3        8         1        1        9                4
          ADULT               60        50       36        22       14       12               14
          NO REPLY             4         1        1                  1        1

          TOTAL               78        54       45        23       16       22               18



          MALE                17        20       19         8        5       12                6
          FEMALE              58        34       25        15       11        9               10
          NO REPLY             3                  1                           1                2

          TOTAL               78        54       45        23       16       22               18



          BLACK               32        15       18         4        3       12                8
          OTHER               43        39       26        19       12        8               10
          NO REPLY             3                  1                  1        2

          TOTAL               78        54       45        23       16       22               18
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CENTER FOR INDIVIDUALIZED LEARNING

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 3.99

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	22	5	10	2	1	15	7
ADULT	121	82	76	31	20	35	38
NO REPLY	7	5	3	1	1	2	1
TOTAL	150	92	89	34	22	52	46
MALE	39	36	33	11	7	17	16
FEMALE	104	55	55	23	15	34	27
NO REPLY	7	1	1			1	3
TOTAL	150	92	89	34	22	52	46
BLACK	67	23	31	7	4	33	22
OTHER	78	68	56	26	17	17	23
NO REPLY	5	1	2	1	1	2	1
TOTAL	150	92	89	34	22	52	46

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CLEVELAND CITY SCHOOL DISTRICT

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PRODUCED ON 02/08/80

MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

SCHOOL AGRICULTURAL CAREERS

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND .42

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	12	8	5		3	8	
ADULT	39	52	51	20	17	15	1
NO REPLY	1	1	3		2	1	
TOTAL	52	61	59	20	22	24	1
MALE	12	21	19	9	9	11	
FEMALE	39	40	40	10	12	11	1
NO REPLY	1			1	1	2	
TOTAL	52	61	59	20	22	24	1
BLACK	26	17	15	5	8	13	
OTHER	25	44	41	15	13	9	1
NO REPLY	1		3		1	2	
TOTAL	52	61	59	20	22	24	1

BOARD OF EDUCATION
CLEVELAND CITY SCHOOL DISTRICT

PROGRAM NUMBER - SE700C

PRODUCED ON 02/08/80

MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

SCHOOL FOR AUTOMOTIVE STUDIES

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 2.52

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	16	8	1	2	2	7	2
ADULT	75	50	39	11	8	11	4
NO REPLY	4	1	1	1		1	
TOTAL	95	59	41	14	10	19	6
MALE	27	16	18	6	5	9	3
FEMALE	65	43	23	8	5	8	3
NO REPLY	3					2	
TOTAL	95	59	41	14	10	19	6
BLACK	37	17	11	3	4	12	4
OTHER	56	41	30	9	6	5	2
NO REPLY	2	1		2		2	
TOTAL	95	59	41	14	10	19	6

PROGRAM NUMBER - SE700C

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CLEVELAND CITY SCHOOL DISTRICT

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PRODUCED ON 02/08/80

MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

HUMAN SERVICES SCHOOL

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 1.68

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	15	7	4	1	1	8	2
ADULT	74	56	35	12	5	12	2
NO REPLY	4	1		1	1	1	
TOTAL	93	64	39	14	7	21	4
MALE	22	18	23	5	3	10	1
FEMALE	70	46	16	9	2	9	3
NO REPLY	1				2	2	
TOTAL	93	64	39	14	7	21	4
BLACK	40	20	8	3	1	12	3
OTHER	51	44	31	10	5	6	1
NO REPLY	2			1	1	3	
TOTAL	93	64	39	14	7	21	4

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PROGRAM NUMBER - SE700C                  CLEVELAND CITY SCHOOL DISTRICT                                   PAGE    38

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                                                    ELEMENTARY

SCHOOL FOR VISUAL AND PERFORMING ARTS                           PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND    .35


                           VERY      ABOVE                BELOW      NOT      DO NOT          WOULD
                        IMPORTANT  AVERAGE    AVERAGE    AVERAGE  IMPORTANT    KNOW           ATTEND

       STUDENT              2          7          3          2                   5
       ADULT               28         45         51         20         9        18               4
       NO REPLY             2          1          5          1         1         1

       TOTAL               32         53         59         23        10        24               4



       MALE                14         21         14          9         1         3               1
       FEMALE              16         32         43         14         8        21               3
       NO REPLY             2                     2                    1

       TOTAL               32         53         59         23        10        24               4



       BLACK               10         24         24          4                  19               1
       OTHER               21         28         34         18         9         5               3
       NO REPLY             1          1          1          1         1

       TOTAL               32         53         59         23        10        24               4
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MAGNET SCHOOL NEEDS ASSESSMENT
SECONDARY

SCHOOL FOR VISUAL AND PERFORMING ARTS

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 2.94

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	9	11	6	1	2	7	
ADULT	53	41	55	24	9	12	6
NO REPLY	3	1	2	1		1	1
TOTAL	65	53	63	26	11	20	7
MALE	21	15	25	7	4	9	3
FEMALE	42	38	37	19	7	9	4
NO REPLY	2		1			2	
TOTAL	65	53	63	26	11	20	7
BLACK	19	22	22	7	1	13	1
OTHER	43	30	40	19	10	5	6
NO REPLY	3	1	1			2	
TOTAL	65	53	63	26	11	20	7

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PRODUCED ON  02/08/80                    MAGNET SCHOOL NEEDS ASSESSMENT
                                            ELEMENTARY AND SECONDARY

 SCHOOL FOR VISUAL AND PERFORMING ARTS                            PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND    .79

                             VERY      ABOVE                BELOW       NOT      DO NOT            WOULD
                           IMPORTANT  AVERAGE   AVERAGE    AVERAGE   IMPORTANT    KNOW             ATTEND

          STUDENT             11        18         9          3          2         12
          ADULT               81        86       106         44         18         30               10
          NO REPLY             5         2         7          2          1          2                1

          TOTAL               97       106       122         49         21         44               11


          MALE                35        36        39         16          5         12                4
          FEMALE              58        70        80         33         15         30                7
          NO REPLY             4                   3                     1          2

          TOTAL               97       106       122         49         21         44               11


          BLACK               29        46        46         11          1         32                2
          OTHER               64        58        74         37         19         10                9
          NO REPLY             4         2         2          1          1          2

          TOTAL               97       106       122         49         21         44               11
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BOARD OF EDUCATION
CLEVELAND CITY SCHOOL DISTRICT

PAC

PRODUCED ON 02/08/80

MAGNET SCHOOL NEEDS ASSESSMENT
ELEMENTARY

CENTER FOR ACADEMICALLY TALENTED AND GIFTED

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 1.65

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	6	4	2	2	1	4	
ADULT	97	32	18	1	5	18	22
NO REPLY	8	1	1			1	1
TOTAL	111	37	21	3	6	23	23
MALE	33	15	8	1	2	3	11
FEMALE	73	22	13	2	4	20	12
NO REPLY	5						
TOTAL	111	37	21	3	6	23	23
BLACK	38	16	7	1	1	18	7
OTHER	70	19	14	2	5	5	16
NO REPLY	3	2					
TOTAL	111	37	21	3	6	23	23

CENTER FOR ACADEMICALLY TALENTED AND GIFTED PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 10.08

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	18	4	5	1	1	7	1
ADULT	123	33	21	3	3	11	21
NO REPLY	5		2			1	2
TOTAL	146	37	28	4	4	19	24
MALE	45	12	12	3	1	8	13
FEMALE	99	25	15	1	3	9	11
NO REPLY	2		1			2	
TOTAL	146	37	28	4	4	19	24
BLACK	50	9	9	1	2	13	4
OTHER	93	27	18	3	2	4	19
NO REPLY	3	1	1			2	1
TOTAL	146	37	28	4	4	19	24

BOARD OF EDUCATION
CLEVELAND CITY SCHOOL DISTRICT

MAGNET SCHOOL NEEDS ASSESSMENT
ELEMENTARY AND SECONDARY

CENTER FOR ACADEMICALLY TALENTED AND GIFTED

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND 2.89

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	24	8	7	3	2	11	1
ADULT	220	65	39	4	8	29	43
NO REPLY	13	1	3			2	3
TOTAL	257	74	49	7	10	42	47
MALE	78	27	20	4	3	11	24
FEMALE	172	47	28	3	7	29	23
NO REPLY	7		1			2	
TOTAL	257	74	49	7	10	42	47
BLACK	88	25	16	2	3	31	11
OTHER	163	46	32	5	7	9	35
NO REPLY	6	3	1			2	1
TOTAL	257	74	49	7	10	42	47

PROGRAM NUMBER - SE700C

BOARD OF EDUCATION
CLEVELAND CITY SCHOOL DISTRICT

PRODUCED ON 02/08/80

MAGNET SCHOOL NEEDS ASSESSMENT
ELEMENTARY

EARLY LEARNING LABORATORY

PERCENTAGE OF RESPONDANTS WHO WOULD ATTEND .49

	VERY IMPORTANT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT IMPORTANT	DO NOT KNOW	WOULD ATTEND
STUDENT	6	4	2	1	2	4	
ADULT	72	26	36	12	6	19	7
NO REPLY	6	1	2		1	1	1
TOTAL	84	31	40	13	9	24	8
MALE	21	12	19	5	2	3	4
FEMALE	60	18	21	8	6	21	4
NO REPLY	3	1			1		
TOTAL	84	31	40	13	9	24	8
BLACK	37	11	9	3	3	18	2
OTHER	44	19	31	10	5	6	6
NO REPLY	3	1			1		
TOTAL	84	31	40	13	9	24	8

APPENDIX C

COMMUNICATION WITH

DANIEL U. LEVINE, DIRECTOR

CENTER FOR THE STUDY OF METROPOLITAN PROBLEMS
IN EDUCATION
UNIVERSITY OF MISSOURI
KANSAS CITY

UNIVERSITY OF MISSOURI - KANSAS CITY

School of Education

Center for the Study of
Metropolitan Problems in Education

5100 Rockhill Road
Kansas City, Missouri 64110
Telephone 816 276-2251

March 3, 1980

Mr. Frank Martines
Supervisor
Cleveland Public Schools
1380 E. Sixth Street
Cleveland, Ohio 44114

Dear Mr. Martines:

Thanks very much for sending a copy of the final draft of the report of the Magnet Schools Planning Committee. The Committee certainly has made a good deal of progress in the last two months. I will try to summarize my major reactions to the work of the Committee at this point.

1. The Committee has done an excellent job of identifying and beginning to address many of the major issues in planning and implementation. The report is relatively thorough in identifying such important issues as selection of administrators, criteria for site selection, evaluation of special programs, and potential cost factors, much more so than comparable reports I have seen in several other school districts at this early stage of magnet school planning. It is obvious that a good deal of hard work and serious attention went into reviewing the literature and examining developments elsewhere in order to benefit from experience in other cities. I was particularly impressed by indications that the Committee has studied and benefited from Abt's national study on magnet schools and desegregation.

2. I was pleased to find that the recommendations for specific schools clearly reflect data from the Committee's two surveys of parents, students, and educators, but do not automatically use these surveys as the only source for conclusions. One major shortcoming in magnet school planning is a failure to systematically collect data on community and client preferences; another is the opposite tendency in some districts to base decisions too exclusively on such data to the exclusion of other considerations. (One problem with the latter approach is that for various reasons eventual student choices may be very different from those suggested by preliminary preference data.) The Committee thus far seems to be avoiding these two opposing pitfalls. One piece of evidence I perceive for this conclusion is that the Committee has not recommended a Careers Exploration Secondary School (which I believe is a questionable approach) even though this alternative ranked third on the survey by perception of importance. Instead, the Committee wisely recommends schools in more specific subject and career areas. Similarly, the Committee does not recommend establishment of a

Center for Academically Talented and Gifted for the 1981-82 school year, even though this type of school ranked either first or second in the survey at both the elementary and secondary level. I assume that one reason for this decision is to allow time to coordinate development of such a school with decisions that need to be made about the general future of education for gifted and talented students in Cleveland, and then possibly determine whether T and G magnets really are needed for purposes of instructional improvement or desegregation, or both.

3. Given all the uncertainties and decisions that still need to be made in Cleveland, it is not possible to say much more than that the recommendations are potentially realistic and workable, and that they potentially may play an important part in helping to bring about some stable and productive desegregation in the Cleveland Schools. I do not know enough about the current desegregation plan or recent developments to have a strong opinion concerning the desegregation potential of the proposed magnets. However, I do feel that the discussion of site selection indicates awareness of important considerations affecting desegregation potential and that, based on experience elsewhere, the particular types of magnets proposed have relatively good potential as a group for attracting desegregated enrollment. Much will depend, of course, on specific site selection, quality of recruitment efforts, and other factors.

I was particularly pleased to read the statements on p. 20 regarding the value of "neutral" sites in some circumstances, and the quote from Rosenbaum and Presser regarding possibilities of successfully magnetizing formerly black schools. Other things equal, a neutral site has obvious advantages, but it may be possible in some circumstances to locate a magnet successfully (defined in terms of desegregation) at a formerly black school. Clearly, this is very hard to do, as shown by experience in Los Angeles, Kansas City, and elsewhere, but it is not impossible if the right circumstances exist. Success does require considerable knowledge of local circumstances and strong central leadership and support, however.

4. In general, I was positive concerning the fact that the Committee did not try to overly spell out specific decisions that are most productively addressed at a later planning stage. Many of the decisions regarding specifics of curriculum and instruction, student selection criteria for a given school, and related matters should be made later with significant input from magnet staff and their school advisory committees. It would have been a mistake to address such decisions too specifically at this time.

On the other hand, I wish there had been time to give fuller and more concrete attention to several of the decisions that will be made later. Specifically, I had hoped to see discussion of specific location and program considerations and possibilities for at least some of the schools.

Preliminary discussion regarding location of the Business and Management School, for example, would have helped provide a better basis for assessing the workability of the proposal. Information on specific community resources, similarly, would have helped in assessing the recommendation for a Human Services School. Information regarding the present operation of Aviation High School, Hayes Vocational, and Washington Park Horticulture Center is relevant in assessing their potential for the future, but I do not have enough of this information to warrant conclusions concerning their desegregation potential.

5. Overall, I believe the Committee has made a good start toward meeting its obligation to initiate development of a comprehensive plan for magnet schools, particularly in view of the serious constraints under which it operated the past few months. The degree to which the magnets will be racially balanced as defined by the Court will not be known for some time, but as indicated above, the proposed magnets have relatively good desegregation potential as a group. I hope that members of the committee, the Court, central office administrators, and others also will take into account other goals such as retention of middle-status minority and nonminority students and improvement of instructional opportunities for minority students which also are important and have implications for attaining stable and constructive desegregation on a long-range basis.

One aspect of the Court's guidelines which will be very hard to assess in practice involves its statement that attractiveness of the magnets must be due to the "quality and uniqueness of the special program provided." I believe the committee has given appropriate priority to this statement in its work to date, but total adherence will be difficult to achieve in the future. The reason is that it will be difficult if not impossible to determine the relative importance of attractiveness (pull) and dissatisfaction with local school assignments (push) in assessing enrollment figures in practice. I realize that Abt concluded that program is the most important consideration in determining attractiveness (quoted on p. 36 of your draft), but many of the districts in Abt's study did not have a strong mandatory desegregation plan. I believe attractiveness considerations may be somewhat different in the latter case, and I hope that both push and pull considerations are given attention in future planning in Cleveland.

6. As stated in my earlier letter of December 5, 1979, I hope that magnet school planning in the future can be tied to or part of a long-range plan for improvement of education in the district as a whole. The January 11, 1980 report of the Office on School Monitoring and Community Relations points out (p. 13) that the "District's July 2, 1979 plan is not part of a larger educational plan for the District" and that the "lack of district-wide guidelines in such interrelated areas as ability grouping, special transfers, and

magnet school admissions increases the uncertainty of how the District's planned magnet schools will impact the Remedial Order." I realize that the magnet school committee is not responsible for the larger plans and guidelines, and I hope some progress can be made toward formulating them and tying them to future magnet school planning and policy.

7. One small point I want to correct involves the statement attributed on p. 28 to me and a colleague to the effect that Chicago experience suggests a higher number of applications will be forthcoming from blacks than from whites. This pattern did appear at Whitney Young Magnet High School, but Chicago has no mandatory desegregation plan, and for this reason the pattern in Cleveland may well turn out to be the opposite.

I am glad to see that the Committee has made progress, and hope your work will continue to move forward in the future.

Sincerely,

Daniel U. Levine

Daniel U. Levine, Ph.D.
Director

DUL:leb

UNIVERSITY OF MISSOURI - KANSAS CITY

School of Education

Center for the Study of
Metropolitan Problems in Education

5100 Rockhill Road
Kansas City, Missouri 64110
Telephone 816 276-2251

December 5, 1979

Mr. Frank Martines
Supervisor
Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114

Dear Mr. Martines:

I was pleased to have the opportunity to review the materials you sent regarding the development of a master plan for magnet schools in Cleveland. My suggestions necessarily are somewhat limited by lack of familiarity with the situation in Cleveland schools and neighborhoods. Although I have examined a good deal of material on the Cleveland Public Schools over the past five years, and I feel sufficiently informed to respond to preliminary plannigh of the Magnet Schools Committee, confident and detailed analysis requires close familiarity with the situation throughout the district. Therefore, my reactions should be viewed as tentative and suggestive.

Despite a variety of very serious obstacles, the Magnet School Committee and the district have made a good start toward developing a master plan. Unlike several school districts which have developed and implemented a large plan in a short period of time, Cleveland appears to be one of the districts which is developing a plan more steadily and "organically." There are, of course, advantages and disadvantages to each approach. The organic approach has the particular advantage of allowing for careful, step-by-step planning based on previous and current experience. Cleveland's planning is an excellent example inasmuch as magnets proposed for 1980-81 arise logically from previous programming and planning activities. I agree that the 1980-81 magnet programs listed on p. 7 of the July 29th plan are all programmatically desirable and worthwhile in view of recent history in the district. I hope and believe it will be possible to further expand programs for 1980-81 and thereafter as part of a somewhat larger plan. Some of the possibilities which I believe are most worthy of immediate exploration by the Committee are listed below.

1. Consideration should be given to establishing additional fundamental schools at the elementary level (perhaps two or three more) and the high school level, in view of the fact that so many applcations were received for the existing school and the evidence (in Dennis Gray's letter) that it seems to be functioning well. Louisville officials seem to be pleased with the development of the fundamental high school they established several years ago.

an equal opportunity institution

2. Consideration should be given to establishing a magnet middle school in the performing arts. In addition, it may be desirable to separate out a performing arts magnet high school from the Arts, Foreign Language and Cultural Heritage Magnet High School proposed for grades 9-12. (The material I received does not clarify the extent to which performing arts are included in this high school.) Performing arts magnet schools tend to be particularly successful elsewhere in terms of meeting desegregation enrollment goals. A performing arts magnet or magnets serving grades 4-12 and located downtown might have outstanding potential for attracting suburban students as part of a future effort to operate or expand magnet schools on a regional basis.

3. Consideration should be given to establishing one or more elementary schools which emphasize enrichment and/or application of basic skills in learning laboratories for half the school day. This split-day approach is proving very successful in magnet elementary schools in St. Paul and Kansas City. One major advantage of the approach is that parents see that half the day emphasizes "basic" skills and half emphasizes "enrichment" or "application," thus appealing to a wide range of parents and students. This in turn makes it relatively feasible to attract a mixture of students by economic status, and race or ethnicity. Another advantage is that good teachers are able to function successfully within this framework.

4. Consideration should be given to extending the Business Magnet to include students below grade 10, perhaps on a part-time basis (half day or some other arrangement) as part of a career exploration program for students in grades 7-9. In this regard, I noted that the Career Explorations School received a relatively high priority for grades 9-12 in the survey of 573 respondents. Even if this type of opportunity did not attract as many nonminority students as desired, it might prove very valuable for minority students who participated.

Incidentally, I recall reading a proposal several years ago to place the Business Magnet in or near Terminal Tower. This seemed to be a very promising suggestion at the time, and I am wondering what happened afterwards. A relatively neutral location downtown might be helpful in attracting nonminority students.

5. Consideration should be given to establishing a high school magnet in urban studies. This type of school, which usually follows a "school without walls" approach, has a great deal of potential for attracting both minority and nonminority students. Located downtown, it might attract suburban students if a regional effort is undertaken later.

6. Consideration should be given to establishing an Environmental Science Magnet High School. Depending on the location, such a school has good potential for attracting both minority and nonminority students. This

possibility received a good deal of support in the survey of 573 respondents. An existing school such as Washington Park Horticultural Center may not provide a feasible basis for establishing an environmental science high school. (I do not know whether current plans are to include environmental sciences at the Magnet Center High School of Science.)

7. Consideration should be given to establishing a magnet high school in automotive studies. This alternative, which has good potential for attracting both minority and nonminority students, received a great deal of support in the survey of 573 respondents.

General Remarks

I am not familiar with many of the considerations that led to the choice of schools currently proposed for 1980-81, hence I cannot be very confident in offering any single suggestion. However, I do think that the master plan for the future probably should include several of the alternatives discussed above.

Another facet of magnet planning which I hope is being explored in Cleveland involves half-time arrangements for high school students. As big city school districts grow in minority percentage, it becomes more and more difficult to establish full-time magnets that have a desegregative effect. Attracting nonminority students to a desegregated magnet frequently leads to resegregation of the home schools. Half-time arrangements, on the other hand, can bring about a substantial amount of desegregation. (This generalization is supported in a study I and my colleagues are just completing of the attitudes of magnet school educators in Dallas, Boston, and Milwaukee.) For this reason planning should explicitly determine whether half-time enrollment in magnets might not be more desegregative than full-time enrollment. With half-time enrollment, however, one must be particularly careful to make sure that in-school arrangements in an ostensibly desegregated school are not segregatory.

Magnet planning for the future also should give explicit attention to the possibilities of locating schools--particularly elementary schools--where they will do the most good, and of tying selection and location of schools to the redevelopment of Cleveland neighborhoods. I am sure that substantial attention already has been and is being given to location, and I hope this is being done with a view to retaining and/or attracting middle-status minority and nonminority families in the city. Magnet planning should attempt to identify neighborhoods in which a particular kind of magnet could help to retain or attract a racially and economically mixed population. Attention also should be given to enrollment decline figures following desegregation in order to determine whether a magnet school is particularly useful in preventing or counteracting resegregation in particular schools or groups of schools.

Finally, I think that magnet planning for the future should be coordinated with planning for the improvement of instruction throughout the Cleveland Public Schools. For example, it is possible that the district may want to implement some form of continuous progress instruction throughout the elementary grades. Establishment of a continuous progress magnet school might be tied in with a long-range plan to do this, by providing an opportunity to test a particular approach to continuous progress instruction. If such a magnet school had a favorable image in the community, extension of the approach to other schools might help make the regular schools more attractive to their clients.

Sincerely,

Daniel U. Levine

Daniel U. Levine, Ph.D.
Director

DUL:leb

APPENDIX D

DALLAS INDEPENDENT SCHOOL DISTRICT SCHOOL VISITATION

BUSINESS AND MANAGEMENT HIGH SCHOOL

Recruitment of students -

Time : Spring quarter -

1. Every junior and senior high school is visited by director and/or another staff member
2. Magnet schools are visited as a part of the school curriculum

Procedure: at special assemblies at the home schools a representative makes his or her pitch for the magnet school; forms are passed out to all interested students

Student Selection -

1. Students are selected mainly according to their own interest and motivation.
2. Racial ratio must be considered; slots are left open for any race that didn't have enough students.

Parent Involvement -

1. Partners in learning - parents and school working together for the child
2. Advisory committee - working with the director for the betterment of school and problem solving
3. No active P.T.A.

Student assignment -

1. Exit criteria - regular academic requirements, cluster requirements fulfilled as students complete assignments
2. Promotion - clusters are not graded as other classes - e.g., a typing class may contain both beginning and advanced typing students.
3. Scheduling
4. Removal - The school seldom has discipline problems as in other schools, but students may opt to leave after any given quarter.

Community Information -

1. Regular press releases
    a. Network - released by chamber of commerce
    b. Report card - published by the Alliance

2. Media contacts - are welcomed, just must be cleared by the principal or director of the school. Media coverage is short and copies of articles are made available upon request - open policy

Transportation -

Furnished by the system, from the magnet school to the home school.

Staff Recruitment -

Staff recruited on basis of

1. work experience (must be within past 2 years)
2. teaching ability
3. individually recruited for a specific need

Curriculum -

1. Instructional method - The building is set up as an office and classes are conducted in this setting, except for certain subjects that require high concentration.
2. Books are developed for each subject or modified from existing material-copies are available from the Skyline center.

Extra Curricula Activities -

1. No athletics
2. Student council
3. School newspaper

Financing -

1. Actual staff and equipment furnished by the system
2. Business and other groups furnish expertise, speakers, and donate some materials for remodeling

SECTION R

COOPERATION WITH UNIVERSITIES, BUSINESSES AND CULTURAL INSTITUTIONS

I. GOALS

The Cleveland Public School System welcomes the opportunity to promote ongoing and new collaborative arrangements with institutions of higher education, businesses, and cultural institutions in order to provide special educational opportunities and enhance the educational programs for Cleveland students. To provide the greatest use of resources and services available to the students and staff members of the Cleveland Public School System each institution must be made aware of its interdependence upon the other through ongoing communications. The goals of this effort include:

A. Establish procedures for developing and nurturing collaborative arrangements with institutions of higher education, businesses, and cultural institutions

B. Develop ongoing communicaitons with institutions of higher education, businesses, and cultural institutions

C. Provide laboratory experiences for students preparing to meet professional requirements for state certification

D. Enlist community input and support for various advisory boards and committees

II. REQUIRED ACTIONS

A. Provide an effective relationship with other institutions in the Cleveland area by establishing in the Department of Desegregation a Liaison to universities, businesses, and cultural institutions

B. Provide budget, staff, materials, and facilities needed to implement programs

C. Develop and update semi-annually an inventory of current partnerships or other collaborative arrangements

D. Develop an inventory of school staff needs

E. Develop an inventory of resources and services available from institutions of higher education, businesses, and cultural institutions

F. Develop a plan for short and long-term partnership arrangements

G. Develop and nurture contacts with local institutions of higher education, businesses, and cultural institutions

H. Develop a system to assess and channel resources and services to appropriate parties in the Cleveland Public School System

I. Develop a policy for placing and supervising student teachers and field experience students

J. Develop a resource guide by school clusters of special services and resources available to students and their families

III. ROLES AND RESPONSIBILITIES OF AFFECTED STAFF

A. Deputy Superintendent for Desegregation:

1. Provides leadership in the development of cooperative ventures

2. Secures funding for development activities

3. Makes recommendations to the Superintendent and the Board of Education

4. Prepares status reports submitted to the Federal Court

B. Liaison:

1. Follows procedures set forth in the Remedial Order of the Federal Court and the directives of the Deputy Superintendent

2. Develops and supervises appropriate budgets to implement the program

3. Communicates effectively with principals and administrative staff to identify needed resources and services

4. Develops a procedure for communicating with institutions of higher education, businesses, and cultural institutions

5. Develops procedures for promoting new short and long term collaborative arrangements

6. Enters into agreements with institutions of higher education, businesses, and cultural institutions setting forth a mutually acceptable set of purposes and the means for achieving such purposes

C. Administrative Staff and Supervisory Staff:

1. Support the ongoing collaborative arrangements with institutions of higher education, businesses, and cultural institutions

2. Communicate special needs and services to the Liaison

3. Support new collaborative arrangements

4. Provide feedback to the Liaison on effectiveness of programs

5. Assist in review and evaluation activities

D. Principal:

1. Identifies resources and services needed to provide an effective climate for learning
2. Identifies qualified teachers to work with student teachers and other college students
3. Supports new collaborative arrangements
4. Assists in review and evaluation activities

E. Teacher :

1. Cooperates with staff members in assisting students, teachers, and other college personnel
2. Works effectively in supervising student teachers
3. Assists in review and evaluation activities

IV. CRITERIA FOR EFFECTIVENESS

A. At least 75 per cent of school administrators will report they have benefited from one or more collaborative arrangement.

B. At least 75 per cent of principals will report that their students have benefitted from collaborative arrangments.

C. At least 75 per cent of community agencies will report that effective communication exists between them and the Cleveland Public School System.

D. At least 50 per cent of student teachers who trained in the Cleveland Public Schools will sign contracts to teach in the system.

E. At least 75 per cent of advisory committee members will satisfactorily evaluate the effectiveness of their participation as advisors.

V. MINIMUM STANDARDS

A. Each Cleveland Public School will participate in at least one collaborative arrangement with institutions of higher education, businesses, and cultural institutions.

B. Each student in the Cleveland Public School System will have had his/her education enhanced by a relationship with an institution of higher education, business, or a cultural institution.

C. A communication link will be established between the Liaison and the institutions of higher education, businesses, and cultural institutions.

D. Qualified teachers will supervise student teachers and college students for field experience

E. Qualified representatives will be recruited from business and government to serve on advisory committees

VII. GUIDELINES:

A. The Cleveland Public School System will cooperate to the fullest possible extent in communicating with institutions of higher education, businesses, and cultural institutions. Contact persons will be identified from both institutions to provide up-to-date data as to the collaborative relationships, programs, progress and direction.

B. The Cleveland Public School System, recognizing its responsibility to improve the quality of teacher training and the contributions student teachers can make to the schools, encourages and authorizes the superintendent to arrange for the supervision and training of a reasonable number of such teachers in the schools each year.

The importance of the teacher training function to the future of education and the need to assure high quality performance in our schools require student teachers to be placed with experienced teachers of demonstrated competence. While no staff members will be required to supervise practice teachers, it is felt that professionally interested teachers will volunteer to do so from time to time. Teachers new to the district and those having 3 years or less of teaching experience normally will not be asked to undertake such responsibilities.

Recognizing the special skills and expertise of the teacher training institutions and their staff, the Board authorizes the superintendent to honor those reasonable regulations and training guidelines of the teacher training institution.

The teacher training institution will be expected to provide liaison personnel who will discuss with the building principal and with the teacher to whom the student is assigned the board objectives that the institution believes should be sought for the student. Such personnel are free to visit the classrooms to observe the practice teacher at work.

It is expected that the teacher training institution will arrange the schedule of the student teacher to provide sufficient time in the classroom in order that continuity of experience for the practice teacher and the students is assured.

C. Advisory committee membership will come from a cross-section of interest and qualified persons from appropriate industrial, governmental and social agencies. There will be minority representation including females and students. One of the major functions of the Advisory Committee will be to provide a two-way communication between the general public, recipients of training, prospective employers, agencies concerned with manpower needs, and the agencies administering the programs.

VI. TIME FRAME

Activities	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
Inventory of Collaborative Arrangements	▬	▬							▬	▬		
Composite of Cleveland Public School Needs			▬	▬	(and on-going)							
Inventory of Institutions of Higher Education, Businesses, and Cultural Organizations Resources	▬	▬	(and on-going)									
Student Teaching and Field Experiences (2 formats)	Fall Quarter	▬	▬	Winter Quarter	▬	▬	Spring Quarter	▬	▬	▬		
	First Semester	▬	▬	▬	▬	Second Semester	▬	▬	▬	▬		
Advisory Committee Membership	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬		

APPENDIX F

CLEVELAND PUBLIC SCHOOLS
1380 East Sixth Street • Cleveland, Ohio 44114 • Telephone 696-2929

JOHN E. GALLAGHER
PRESIDENT
GEORGE DOBREA
VICE PRESIDENT
JOSEPH M. GALLAGHER
MARY ANN GERACI
EMMETT L. MOORE
BERTHINA E. PALMER
WILLIAM T. WHITE

PETER P. CARLIN
SUPERINTENDENT

MEMORANDUM

DATE: February 5, 1980

TO: Frank Martines, Supervisor of Curriculum & Instruction

FROM: James M. Sutton, Executive Assistant #500 South

SUBJECT: Closed Schools

1. Clara Tagg Brewer (Leased)
2. Columbia
3. Dawning
4. Edward M. Williams
5. Fruitland Elem.
6. Hannah Gibbons
7. Lulu Diehl Jr.
8. Murray Hill Elem.
9. Stanard Elementary
10. Tom L. Johnson (Leased)
11. Washington Park Elem.
12. Wooldridge Elementary
13. George Washington Elem.
14. Memorial Elementary School
15. William H. Brett Elementary

JMS/dh

SECTION F - MAGNET SCHOOLS

I. GOALS

The Cleveland Public School System will provide alternative educational approaches (magnet programs) that best facilitate desegregation of the school system and respond to the educational needs of the Cleveland Community. Magnet Programs will:

A. Broaden the curricular offerings of the schools

B. Augment the present scope of instructional approaches

C. Improve flexibility and responsiveness of programs in relation to needs of Cleveland students

II. REQUIRED-ACTIONS

A. Appoint and convene a committee charged with formulating recommendations for magnet schools

B. Consult parents, school staff, students and community leaders regarding magnet schools and programs

C. Consult experts

D. Study programs operating in other cities

E. Generate criteria for staff selection

F. Identify feasible alternative educational programs for Cleveland schools

G. Establish priorities for magnet schools development

H. Generate criteria for student recruiting

I. Establish criteria for school site selection

J. Make recommendations for establishing magnet programs

K. Secure Board and Court approval of magnet programs for implementation

L. Plan curriculum

M. Recruit staff

N. Disseminate information to the parents, students, staff and community

O. Recruit students

P. Implement staff training

Q. Collect evaluative data

R. Develop formative evaluation for program improvement

III. ROLES AND RESPONSIBILITIES

A. The Deputy Superintendent, Desegregation Implementation:

1. Prepares status reports

2. Provides leadership and support to long and short term development of magnet programs in accordance with court approved desegregation plan

3. Allocates and secures resources to development efforts

4. Supervises preparation and presentation of information relative to proposed magnet programs to the Superintendent, Board and Court

B. The Assistant Superintendent for Curriculum and Instruction:

1. Convenes the magnet school committee

2. Submits the committee recommendations to the Deputy Superintendent, Desegregation Implementation

3. Advises the committee, provides direction

4. Monitors the curriculum development process

C. The Superintendent:

1. Reviews the recommendations made by the committee

2. Makes specific recommendations regarding establishing and implementing magnet programs to the Board of Education

3. Appoints the chief administrator for the magnet school/program

4. Reports periodically to the Board of Education regarding magnet programs

D. The chief school administrator:

1. Recruits and recommends the appointment of a planning committee

2. Directs the planning process for the school/program

3. Recruits staff

4. Provides for staff training and inservice programs

5. Initiates a community/student information program about the magnet program

6. Develops procedures to collect data needed for reports and evaluations

7. Submits periodic progress reports to the superintendent

8. Coordinates curriculum planning with the Department of Curriculum and Instruction

E. The planning team:

1. Assists the chief administrator in planning the program

F. The Board of Education:

1. Reviews the recommendations submitted by the superintendent and take action to approve, reject or defer

2. Provides the funding for the program it approves

G. The Planning Committee for Magnet Schools:

1. Consults with parents, school staff, students and community leaders

2. Consults with experts

3. Conducts a needs assessment

4. Studies programs in other cities

5. Generates criteria for staff selection, student recruiting and school site selection

6. Prepares a list of alternative educational programs

7. Establishes priorities for magnet school development

IV. CRITERIA FOR EFFECTIVENESS

A. At least 70 percent of students sampled will report positive experience in the magnet program in which they participated.

B. At least 70 per cent of sampled students' grades will indicate mastery of curriculum content as determined by a "C" average in all courses attempted.

C. At least 70 per cent of the parents sampled will report that they received accurate information from the Cleveland Public School System about the magnet programs for which their children were eligible.

D. At least 70 per cent of sampled parents with children in magnet programs will report that they approve of their children's educational experiences.

E. At least 80 per cent of sampled regular staff working in magnet programs will report that the program in which they work is providing a progressive, rewarding educational experience.

F. At least 80 per cent of the Magnet Planning Committee Members will report that their activities fulfill the required actions, roles, and responsibilities of the committee.

V. MINIMUM STANDARDS

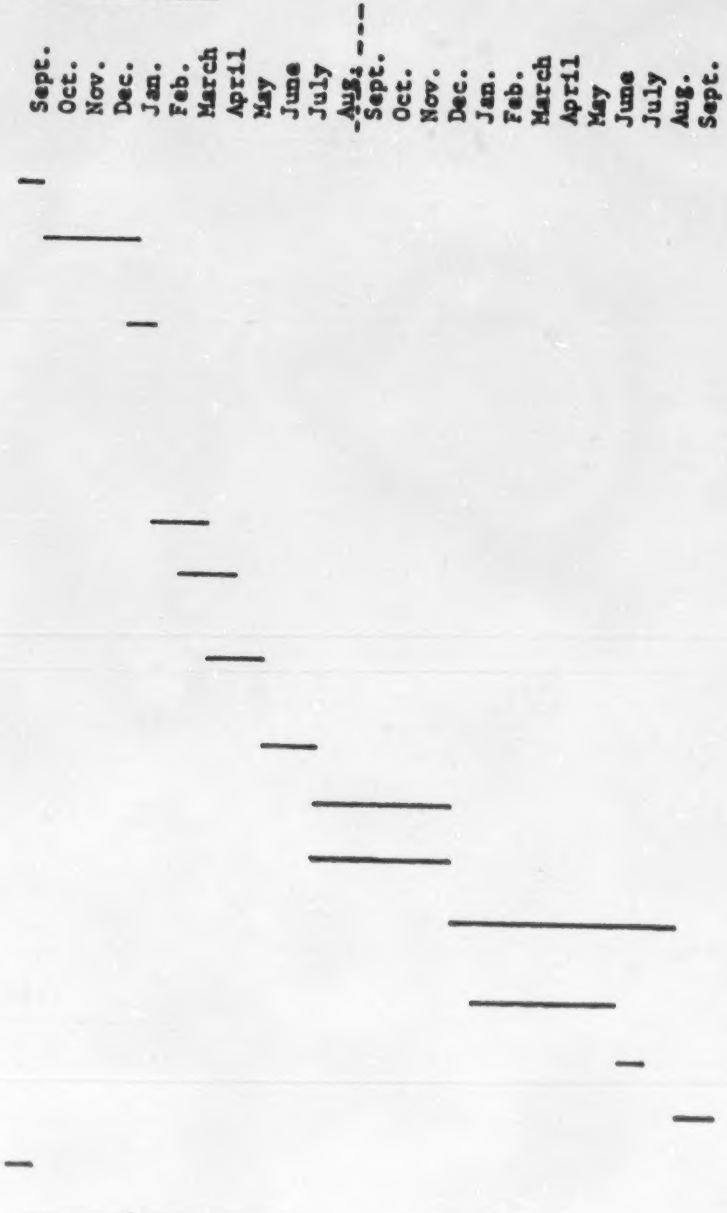
A. The Magnet School Planning Committee:

1. Convenes at least four times per year
2. Conducts a needs assessment at least once every three years
3. Makes provisions for input from the staff, students and community
4. Compiles their conclusions in a written report
5. Submits their recommendations to the Deputy Superintendent, Desegregation Implementation by January 30
6. Makes a report which will include recommendations for any new programs, desirable revisions/additions to existing magnet programs, and any situations which may need policy clarification

B. Magnet Programs:

1. Provide students with the basic requirements as set forth by the State of Ohio Department of Education regarding hours of instruction necessary for credit, courses/instruction required at any given grade level and teacher certification
2. Provide recruitment efforts which utilize media as well as personal contacts
3. Provide a preservice/inservice training program for all staff members (at least 10 hours)
4. Are evaluated annually

VI. TIME FRAME



A. Planning Committee on Magnet Schools

Committee is convened

Committee meets to review evaluations and study reports

Committee recommendations sent to Deputy Superintendent, Desegregation Implementation

B. Magnet Program

Board decision to establish program

Appointment of a chief administrator for Magnet school/program

Selection of and appointment of a planning team

Site selection

Curriculum planning

Plan for student recruitment

Dissemination of information to parents, students, staff and community

Recruitment of students

Notification to successful applicants

Preservice staff training

Start new program

Collection of evaluative data

(during recruitment)

VII. GUIDELINES

A. The magnet programs should be designed for quality, uniqueness and flexibility.

B. Programs should be attractive and if possible located in areas where desegregation goals are best served.

C. Programs which are capable of attracting substantial numbers of students should have priority.

D. There should be a broad and comprehensive public information program about the magnet schools.